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Alarm Under a Prune Tree

CONSTANCE M. McCULLOUGH

Preserve the Amateur Spirit

LEWIS H. CHRISMAN

The Essence of Good Teaching — FRANCIS ROY COPPER

Individual Differences — ROLAND L. BECK

History Enlivened by a Traitor — C. LEO MONTIBELLO

The Library Phase of Federal Aid — E. W. BUTTERFIELD

The Classroom in This Listening Age — IDA D. CONE

"All God's Chillun Got Wings" — MARTHA INEZ JOHNSON

Spelling as a College Subject — ALFRED FARRELL

Activities Have Gone Askew — PAUL HERBOLD

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The Editors Say . .

To us each issue of the magazine is an event. Doubly eventful is the launching of an issue that marks the opening of a new volume, as does the one you're reading. We hope this sixty-fourth year of the Journal's continuous publication will find it more than ever alert to bring to you and other educational leaders the sort of material that will be most encouraging and helpful. More and more we hope to see it a clearing house for all that is best and most promising in education. Feel free to call our attention to anything of which you have knowledge that you think should be reported in our pages.

▼

As we write these lines a wind is howling outside our windows and the thermometer is very low. No kind of weather for sitting under prune trees. You may need to sit by a radiator while reading "Alarm Under a Prune Tree." But read it anyway—and begin to rethink what is amiss in the teaching of English that it is forever being taught without really being learnt. Check "The Essence of Good Teaching," "Individual Differences," and "Preserve The Amateur Spirit."

▼

By this time you will be far from your prune tree and may wander as you please. We hope you will be struck with stimulating ideas ambushed behind the headlines. We thank our contributors for making possible so varied and worthwhile a program as this issue seems to us to present.

▼

We note with pleasure an increasing demand for our magazine from Boards of Education. Some are sending multiple subscriptions in order that every member may have access to each month's picture of the educational world and what is doing in it.

More subscriptions for schools and libraries as well as individuals are being sent us. New subscriptions are not only an encouragement, they add to our capacity for rendering better service. Prompt renewals likewise have this double effect.

▼

For all the splendid co-operation you are giving us, we thank you most heartily. And here's wishing you a wonderful New Year.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, JANUARY, 1939 NUMBER 1

World at Lessons

Democracy Has Faults, But—

Yes—there are injustices in this country. There is race prejudice. There is unemployment. There is grafting. There are rackets. There are disorders. There are slums. There are inequalities of opportunity. There are over-privileged and under-privileged. There are minorities who have more than their share of wealth or power or both.

But all these facts and all other facts of a similar nature do not suffice to prove our democratic system a failure. That system, in the first place, is founded upon just principles. It has an inherent respect for human beings as individuals. It respects their opinions, tolerates their differences, upholds their liberties of thought and conscience, and their liberties of action to the extent that such action does not trespass upon the liberties of other men.

Our system, in the second place, provides for revision and correction of its faults without resort to violence. Injustices can be removed as rapidly as the public becomes convinced of the need of such changes. Minor improvements are made constantly by the people's chosen representatives.

As free men we do not abdicate in favor of some political demigod or demagogue whose dominance must be maintained by propaganda and police. We do not agree to follow any leader beyond the boundaries of civilized behavior or those reasonable limits outlined in the Bill of Rights.

A certain amount of efficiency we undoubtedly lose by refusing to adopt the easy course of dictatorship. But we also miss a vast amount of fear and of abasement. We escape the danger of being utterly misled and ruined by a tyrant holding mistaken notions of public policy and possessing every facility for convincing the masses that black is white.

A democratic system such as ours need not be regarded as a compromise between two rival systems. We have something that will endure long after other systems have had their day and vanished. We shall need to strengthen its points of weakness. We shall need to raise our standards of civil integrity and intelligence. We shall need to improve the workings of our economic machinery and to raise the levels not only of material but of spiritual welfare. Meanwhile —we shall not need to apologize to twisted ideologies, whether the twisting be done with the right hand or the left.

The Load Moves Upward

Enrollments in elementary schools in many places have decreased of late, because of declining birth rates. This lightening of the educational task at one end has been accompanied with an increasing of the load at the other end. High school enrollments have continued to grow with the same energy that has been manifest for a generation past. And high school education is more costly to provide than that of the lower grades. It is a matter of laboratories, equipment, smaller classes, more specialized instruction and other factors. Many students are staying on for post graduate courses. Junior colleges are springing up wherever the law lets these be supported from public funds.

The educational load and responsibility have been shifted toward the upper end of the ladder. The next thing is to see that the ladder leads to opportunities for useful service. The schools cannot provide the opportunities. That is for the business world to do.

Neighbors at Lima

Results of any international conference are hard to measure. And this is true of the meeting of twenty-one American nations just held at Lima.

The time was probably the most critical in all the recent history of this Hemisphere. Never before have so many foreign states and alien isms plotted so hungrily to tear the American republics asunder. Intrigue and propaganda have been at work to overthrow Republican governments and to set up Communist or Nazi-Fascist regimes. It was these plots against the peace, security and institutions of the Western world that made the meeting at Lima so extraordinary in its importance.

"The Declaration of Lima" as it finally emerged bears the signatures of all twenty-one of the participating nations. It expresses the spiritual oneness of these nations in their desire to work out the ideals of popular government that have taken root in this Hemisphere. The declaration indicates that the nations of North and South America are determined to safeguard their common interest, and will meet on short notice to consider any threat to the general welfare.

Argentina supplied the draft of the declaration. But the Argentine draft evolved from a very weak

statement to one which embodied nearly everything the United States desired it to contain. Indeed, Secretary Hull was unusually successful in keeping the United States from the role of big boss.

Whether or to what extent the dictator nations will be affected by the Declaration of Lima—whether they will pay any heed whatever to its implied warnings—no one yet knows. But the effect on the Americas themselves of having met in harmony and come through to a plan of co-operation in any emergency, seems to be a substantial gain.

Nor is the resolution of solidarity all that was accomplished.

Mutually beneficial trade relations were again recognized as furnishing the only sound economic basis for lasting peace. And the will to maintain peace was once more heralded as an all-American policy open to world adoption.

Meanwhile—more planes and battleships are planned for the United States. Even good neighbors, it transpires, must keep loaded muskets to ward off prowlers.

Classes for the Masses

It was Ezra Cornell, founder of Cornell University, who planned "an institution in which any person may find instruction in any subject." And it is in that same generous spirit that the Division of University Extension of the Massachusetts Department of Education has gone about the business of providing courses in many different subjects for the adult population of its commonwealth.

During 1938, Massachusetts University Extension has furnished instruction to more than 42,000 persons. This past year has been the biggest year in the division's history, in number and variety of classes and in number of patrons. Instruction has been available in classrooms not only in metropolitan Boston, where half the residents of Massachusetts live, but in various other centers also—and by correspondence, though the number of subjects taught by mail is necessarily limited.

If one per cent of a state's population has already been attracted to resume the formal education which was broken off with the ending of school or college days, a much larger percentage may eventually be enrolled. But whether this shall follow or not, we may well remind ourselves that self-improvement along educational lines continues in the lives of thousands, through reading and study through attendance at forums and lectures, and through thoughtful selection of radio programs.

America's Needs

"America's Town Meeting of the Air" staged a discussion on December 15 that every citizen might well have listened to. The question, "What is America's greatest need?" was answered four different ways by eminent men representing four differe fields. Professor William Lyon Phelps of Yale U versity declared this nation's greatest need to culture—greater appreciation of the arts—mo civilization. Will Durant, author, called for mo understanding and good will. Dr. Gerald L. Wen chemist, prescribed science and a scientific atta upon our problems as the paramount need. Finall Rev. Ralph W. Sockman appealed for improv morale—greater faith and courage, the optimis that comes from the long view of man's developme

Incidentally, these four answers might be use as a formula for the selection of teachers. Cultur understanding and good will; the scientific attitud and a good morale.

Safety for 25,000,000

Wholesale tragedies in which school childr are the victims are among the saddest by-produ of this super-efficient age. Pupils are gathered in consolidated schools or into vast city buildings many rooms. Few communities can resist the ar ments for these massive units—better organizati better grading, higher standards of teaching, bet equipment of all kinds, better mixing for social perience—in short, better opportunities for ev child. Educators who still hold out for smaller un generally fight a losing battle.

Enlarging the school unit enlarges the respo bility of school authorities for the health, safety well being of the boys and girls in such matters busses, lunchrooms and fire protection. Busses m be maintained in prime condition and manned skilled, reliable drivers. The food served to pu must be fresh, wholesome and nutritious. Danger fire and explosion must be guarded against w every known precaution, from fireproof construct to foolproof alarm systems and fire drills. Sch administrators find a growing portion of their w lies in the field of safety engineering.

Disasters will occur occasionally, either from predictable and unavoidable causes or by reason some one's stupidity or neglect. Keeping these h rowing events to a minimum constitutes a seri concern for all persons having any degree of o sight of school arrangements.

Considering the fact that nearly a fifth of population are enrolled in schools, the number fatalities connected with schools in the United St is exceedingly small. But percentages—however finitesimal when seen in a table of statistics—bec shockingly poignant and disconcerting when ca ity visits one's own neighborhood.

Modern schools find themselves obliged to t safety. But teaching it is not enough. It mus practised by everyone from top to bottom in school community.

Alarm Under a Prune Tree

CONSTANCE M. McCULLOUGH
Assistant Professor of English
Hiram College, Hiram, Ohio

Why is English so ineffectually taught? Blaming the teachers of the earlier grades won't find the answer. . . .

THE teaching of English in the modern world is no field for placid Ferdinands who would sit beneath prune trees and smell the flowers. Rather, it holds enough of controversy, experiment, and real danger to satisfy the most high-spirited among us. The controversy, of course, concerns what and how we are teaching and to what end. The experiment occurs each year as we face new groups of students and the opportunity to prove that our course content and methods of instruction are effectively directed to a desirable goal. The growing danger is that the modern world may adjudge our work ineffectual and the teaching of English a futility.

We are accustomed to criticism. We have heard from the language teachers that our grammar instruction is not sufficiently comprehensive; from the science teachers that our students cannot read or write; from the mathematics teachers that students are ignorant of the simple words used in verbal problems; from the choir teachers that the students mumble. Assurances have been given us by our colleagues that, in summary, the result of our efforts is pupil inability to speak, to spell, to read comprehendingly and rapidly, and to write grammatically and legibly.

Within our own ranks we find dissatisfaction. The junior high school English teacher cannot understand what the elementary school teacher is doing with the time; the teacher in the senior high school is distressed that he must teach the syllabi for grades 7, 8, and 9 before launching upon the work of the tenth year; the college teacher is certain that thirteen is an unlucky number because it refers to the thirteenth school year, during which he must teach that which should have been mastered in the preceding twelve; and the graduate school looks askance at the college instructor as it reviews the atrocities submitted by the products of higher education as masters' and doctors' theses.

▼

All of this controversy has given rise to research. Extensive surveys have shown that many students reach the twelfth grade and even the college diploma without mastery of the skills and knowledges which we have considered essential to correct English expression. Fourth grade reading ability has been demonstrated to be no novelty in the senior high school. After a dozen years of association with good books, many students express their continued preference for inferior literature. An accusing finger has been pointed toward our methods of instruction and toward the grade placement and nature of our curricular offerings.

These facts in themselves are sufficiently appalling. But even more disconcerting are the solutions which have been acted upon in recent years by those responsible for curriculum revision. Some schools have sought to solve the problem by placing extreme emphasis upon the supposed essentials of English. Others have further packed an already overcrowded syllabus in an attempt to enrich the field. Without careful study of the local situation, some schools have jumped at revision of grade placement of the course content. In some institutions English has become a little shadow for the social studies. The most drastic solution has been the scrapping of English as a separate subject and the use of it as a mere tool in other subject matter fields.

These hurried solutions can but impress us as being premature. Without considerable further analysis of the problem, who can say authoritatively where the fault lies, what the solution is? The depression of 1929 and the early decisions which were made regarding methods of effecting recovery taught most of us that the word "panacea" applied to modern problems is obsolete and that hurried solutions are almost invariably foredoomed to failure. Our problem has many sides, and all of them must be faced.

In the fall of 1938 Hiram College, with a grant from the Carnegie Corporation, established a one-year experimental course in remedial English for freshmen. Careful in its selection of student material, Hiram College accepts students who on the average rank high in standardized intelligence test scores, in comparison with the average students of most Ohio colleges. When, with a high school teaching and research background, I came to Hiram to undertake the teaching of the experimental course, I wondered in what way such entrants could possibly need remediation. But when I was confronted with 50 of the 130 entrants, and when I saw that all 50 were deficient in some way according to the comprehensive Purdue English Test, the Iowa Silent Reading Test, and the English department's evaluation of their compositions, my belief in the permanency of my previous achievements with high school students suffered alterations.

▼

In further diagnosis of the English ability of these 50 students, an English test composed of 100

items of grammar and diction, which O'Rourke proposed on the basis of his national survey for mastery in the first eight grades, showed that these students knew as few as 53 and as many as 97; the median score was 81. On the Booker test of silent reading, on which the average University of Chicago freshman read with a speed of 4.1 words per second, the median individual in my remedial group had a reading speed of 3.1 words per second. According to the comprehension test upon the material read, the students' grasp of the passage ranged from 10% to 90% comprehension, with a median of 60%.

The Gray Oral Reading Test, vocabulary tests, and composition work have demonstrated students' general ignorance of words which might well substitute for slang, for overused words, and for awkward or verbose expression. Several students do not know how to divide a word into syllables in order to pronounce it; the result is a blind jump which transforms "attraction" into "attention," "fanaticism" into "fantism." One girl is unable to use the phonetic helps to pronunciation in the dictionary. For this reason "gesture," to her, has a hard "g"; "requisite" and "compromise" are accented on the second syllable.

In the composition work I recognize errors which I thought had been stamped out in the ninth grade. In fact, but for the maturity of the subject matter and the length of the papers, I might easily mistake the work of some of my present students for that of freshmen in high school. Of greatest frequency are the errors in spelling and punctuation—common words and simple comma rules. Grammatical errors come next in frequency, with the problem of the common irregular verbs, of verb and subject agreement, and of the pronoun with its antecedent. About four students out of the 50 entered the course capable of introducing, discussing, and concluding a topic adequately. None of them, of course, felt any responsibility for arousing the reader's interest, for orienting him in the topic to be discussed, for giving him a feeling of logical progress throughout the paper, or for summarizing the discussion for him at the end, at leaving him with the desire to act upon the conclusions reached. If the topic is a discussion of a situation, many of the students do not see the necessity of expressing their own opinions or of offering an appraisal; yet, when we have talked about the aim of education in college, they have assured me that it is to teach them to think. If all this is the case in Hiram College, what must it be in the colleges and universities which are less selective?

▼

The most important problem facing the English teacher today is not whether Shakespeare should be scrapped for Noel Coward, whether "It is I" should be deserted as a lost cause, or whether every student should attempt creative writing. Neither is it a matter of *which* teachers in *which* grades are responsible for the ignorance others and I are finding on the college level. No one who really knows what is going on in the English classrooms throughout this country doubts the integrity of the teachers at all levels. We are all working hard. The problem of prime importance is rather that of discovering by systematic, open-minded, cooperative study why such a course as mine should be necessary on the college level; why, instead of progressing from year to year, a student must relearn the skills and knowledges supposedly mastered in previous years.

This problem cannot be dealt with narrowly. We must take into consideration the changes in the American home and American life, the changes which have diminished the importance and interest of things learned at school to the students who now come to learn them, the challenge of motivation which compulsory education has presented the teacher, the change which the modern student and th modern world demand in the curri culum. We must proceed realizing that a mere change in our tactic or our materials is not enough that half-hearted, superficial stu dy cannot possibly result to ou good. We must be ready to for feit procedures which we hav loved chiefly because they are our and to substitute others whic have been proved or whic through experiment we may prov the more efficacious.

It is easy for parents and stu dents to blame the teachers; fo the teachers to blame the parents the students, other teachers, an the curriculum; and for educa tional administrators to decid that the study of English is waste of time. It is so easy, i fact, that that is exactly wha parents, teachers, and student have been doing, leaving educa tional administrators to act upo the situation not too wisely.

Why keep on doing a little mor vigorously and wearingly year after year the same old things tha obviously haven't brought results Why be so sure that *our* metho is right when the teacher highe up finds it isn't? Why so readil blame the teacher of the grad below for the short-coming whic is plainly common to us all? B fore it is too late, let those of u who believe in the teaching English join in an analysis the reason for the plateau learning upon which students English now graze; let us appra our present methods and mater als, consulting the findings of r search on the relative effectivene of procedures and the appropria grade placement of materials; l us initiate local as well as nation studies to determine which metho result in enduring progress an which produce only partial an temporary learning. Thus b united action we may arrive at th definition of an effective Engli program. Until such a progra is established, I, for one, canno enjoy the shade of my prune tre

The Essence of Good Teaching

FRANCIS ROY COPPER
Northern State Teachers College, Marquette, Michigan

TEACHING at its best is really one of the fine arts of life.

An analysis of some of the examples of good teaching reveals many qualities which are absolutely essential. Let us choose as cases in point three types: the school of the mother's knee; the school of experience; and the technique of two great masters in the field of instruction, namely, Socrates, the old Grecian philosopher, and Jesus, the Great Teacher.

Why is the mother's teaching of the child upon her knee so effective? In the first place she builds up in his mind an unbounded confidence in her knowledge, her truthfulness, and in her love for him. She teaches largely by the use of stories, using colorful illustrations which he is able to grasp and appreciate. Since this procedure is so effective on the part of the mother, then it would seem wise as a general principle in teaching to build up confidence in the mind of the learner through truthfulness and love, and also to use the story freely.

That the school of experience is efficient is nicely brought out by Whittier in his charming poem, "The Barefoot Boy," in which he points out that the lad had acquired:

"Knowledge never learned of schools,
Of the wild bee's morning chase,
Of the wild flower's time and place,
Flight of fowl and habitude
Of the tenants of the wood;
How the tortoise bears his shell,
How the woodchuck digs his cell,
And the groundmole sinks his well;
How the robin feeds her young,
How the oriole's nest is hung,
Where the whitest lilies blow,
Where the freshest berries grow.". . .

All the above information was acquired by the child through self-directed teaching because he wanted to discover things for himself. The reason why this method is good is because it is connected so closely and interwoven so inseparably with life. The learner can appreciate results first hand, interpreted in terms of their cost and value. However, this is not always the best method of learning as it is sometimes wasteful of time and energy. Therefore, experience should be well guided and directed to render it also economical.

Let us now pass to the third type of teaching and see why Socrates was so successful. His questioning method produced good results because he started with some point of interest to the person taught and led him along, making him think as he went and, causing him in the end to see the error of his point of view and to desire a solid and true conception of the subject under discussion. He would then guide him along in a positive way, helping him to establish sound fundamental principles upon which to build his thinking. In other words, he cast his teaching in the form of a friendly discussion in which he was the leader and guide.

Why was the teaching of the Jesus so excellent? One thing which the people mentioned particularly was that he taught as one having authority. He could speak with authority because he was an authority on the subjects which he taught because of his thorough mastering of them. For example, when his disciples came to him, asking him to teach them how to pray, he responded by giving them then and there one of the most beautiful and far-reaching prayers ever uttered. Thus, he not only inspired them with confidence in his ability as a teacher, but he justified their faith by a charming demonstration. Again, when he had spoken a parable his Disciples came to him and asked the meaning of it, thus showing that he had stimulated interest and the questioning attitude on their part, without which there can be no really great teaching.

One of the indispensable requisites of good teaching is the arousal of interest. This interest must grow into enthusiasm which is the driving force that inpires the learner to press on from one hill of achievement to another until he is willing and anxious to tackle mountains. When one is intelligently enthusiastic he is then marshalling his forces for conquest of knowledge. Of course, no teacher who is not himself enthusiastic, can inspire anyone. The teacher's attitude and personality strike a responsive cord in the learner. His enthusiasm produces some sort of radiant energy that impinges itself upon the mind of the learner, helping him to catch something of the same spirit. It is to the pupil what the booster-battery is to a weak one. However, good teaching does not do all for the pupil but it makes him stretch, reach, and aspire till he gets a toehold, digs in, and goes on his own momentum. The more widely one reads on a subject and the more deeply he goes into it the more interesting it becomes and the more enthusiasm is engendered.

Good teaching always challenges the learner and is on a level which he is able to grasp and appreciate.

It inspires confidence such as that shown by the child at the mother's knee and grows out of breadth of experience and ripeness of knowledge. It stimulates the desire to want to know, to understand and to investigate as was exampled by the "Barefoot Boy." It puts the learner in the right frame of mind so that he is not only receptive but contributive as well. Richness of vocabulary which enables the teacher to choose unerringly, without hesitation, the very best word rather than one that will barely do, is also a very helpful factor.

Good teaching is rich in imagery, clear, without camouflage, and always rings true. It conserves the energy of the pupil and never obstructs his progress by the use of sarcasm which tends to break down his morale, make him somewhat bitter and militant. It is likewise free from ridicule, condescension, and showmanship. It does away with self-consciousness and fear, for as long as either of these conditions exist the learner is not free to bring the entire force of his personality to bear upon the problem at hand. It helps one to properly analyze and in terpret his experience, for unles he can do this, experience ma amount to but little. For examp some never attribute their failu to their own lack of energy, c care, or hard work. Good teachi is as complimentary and encou aging as possible since there nothing that stimulates learni so much as realization of progre It makes use of the saving gra of humor. It imparts life, shar experience, and stimulates cre tive activity.

Individual Differences

ROLAND L. BECK
Professor of Education
Central State Teachers College
Edmond, Oklahoma

Democracy in education implies that eac child shall be given his best opportuni for growth.

PEOPLE are more alike than they are different, but some one said thank God for the difference. Kagawa[1] said, "There are several hundred resemblances between the ape and man and only about one hundred twenty-eight differences." He also said that the principal difference was in ability to carry on conscious processes. No one would question that people differ in height, weight, or eye color, but some still prefer to believe that we are equal in mentality.

Thomas Jefferson was years ahead of his time when he said that there were at least twenty young men in each county who were capable of higher educational training. Sometimes I fear we have gone to the other extreme when we provide college preparatory courses in our high schools and expect all children to complete all or most of the courses. Larger high schools have already established elective and vocational courses, but many of the smaller high schools have been unable to do it. Democracy in education does not mean that all must accomplish the same amount of school work, but that all have a chance to do as well as they are capable of doing. It certainly is not democratic to expect more of a child than he is able to do. Nor am I sure that grades in the elementary school should be based on relative achievement—that is, an "A" means very superior work as compared to the class as a whole. Why should a child who has done his best and has made improvement not receive an indication of satisfactory accomplishments?

There is a false doctrine that a child lacking in one respect will excel in some other trait. This may be a comforting doctrine, but there is little evidence to support such a belief. Furthermore, siblings, two children born of the same parents, though not of the same birth, or even identical twins may differ very materially.

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In the McAlester Elementary Schools for the year 1934-1935, the following data are availab from an age-grade table prepare by Dr. John F. Bender[2] of th University of Oklahoma: Chi dren 5½ and 9½ are in the fir grade, while children 10 and 16½ are in the sixth grade.

Retarded pupils are usuall below average in mentality. I the elementary schools of Okfusk County 68.2 per cent of the pupi are retarded. Beyond doubt tw thirds of the pupils of this coun are not below average in ment ability. Other factors than int ligence, such as poor attendanc sickness, lack of effort, or po instruction must be the cause part of the over-aged conditi of the pupils.

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None of the 88 college freshm at Iowa University in 1920-19 in the lowest decile on an intel gence test made an average "C". At Iowa University 78 p cent of the 1921-1922 freshm

[1] Toyohiko Kagawa, "The Power of Love in Social Reconstruction."

[2] Age-grade table and other data di tributed by Dr. John F. Bender, Profes of School Administration, at the Ok homa Academy of Science, December 1935, Norman, Oklahoma.

in the lowest decile withdrew before they received degrees, while 72.5 per cent of the 1922-1923 freshmen, 82 per cent of the 1923-1924 freshmen, and 73 per cent of the 1924-1925 freshmen withdrew prior to graduation.[3]

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Only two of three hundred freshmen at Oklahoma Agriculture and Mechanical College[4] last year in the lowest fourth on the *Ohio Psychological Examination* have made an average of "B" or more.

These data have been given to show that ability as measured by psychological examinations does have much to do with scholastic success. Perhaps if psychological examinations really measured intelligence directly instead of indirectly, and no doubt inaccurately, the relationship would be found to be greater.

Now, if children do differ, just how much do they differ? The idiot and the genius may be enrolled in the first grade. An idiot has less than two years of mental growth, while the genius is more intelligent than 999 of 1000 children. A superior child at three months has about as much knowledge of events as a brown rat-terrier will ever have. Mental defects can be detected in the human infant as early as three months. An idiot (a person with less than two years of mental growth) seldom completes the first grade, while an imbecile (a person with more than two years and less than eight years of mental growth) usually drops out of school in the third grade. The moron has more than eight years of mental growth and less than twelve, but he seldom completes the elementary school. The feeble minded and border line cases seldom complete high school; they have more ability than the moron and less than individuals classified as dull. The dull pupil is below the average in mentality, and the genius is as far above the ordinary child as the ordinary child is above the idiot.

Since children differ greatly in ability, how can the school make provisions for individual differences? In the first place, the school should have data, more extensive than personal opinion, for each pupil. Then the data should be used for the benefit of the pupil, rather than to give some one a chance to satisfy a testing fad, or to boast about the ability of certain pupils. To give tests to measure mental ability just because they are given in Podunk is not justifiable. The results of the tests should be used, or the time of the teacher and pupils, as well as the money of the tax payers used to purchase the tests, should not be wasted to carry on a useless testing program.

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The I. Q. is an index to brightness, but it cannot be found directly from any "so-called intelligence test." The mental age of the child must be divided by his chronological age to secure the I. Q. This index is of value in the elementary grades, but it is of very little value in the high schools and practically of no value at all in college.

Some schools use the three track plan, while others use five groups, which are divided according to the ability of the pupils. But any grouping of pupils entirely on the basis of I. Q. is open to criticism on a scientific basis. While general ability is a fairly reliable index to ability to do school work, interests, aptitudes, and past achievements in particular fields sometimes affect a child's ability in a specific field.

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Perhaps individualized instruction through diagnostic testing and remedial teaching is a better way to provide for individual difference than to use any system of grouping. In schools with limited revenue, the opportunity room offers many advantages to atypical pupils. Atypical pupils may be unable to profit most from instruction which is not on an individualized plan.

Some schools permit pupils to advance as rapidly as possible, while others favor an enriched curriculum. The former is vertical, while the latter is horizontal promotion. The former was favored a few years ago, but evidence and common sense seem to favor the latter. The first idea seems to be to see how early a child can finish school, while the second method gives the child a chance to learn more in each grade and the same length of time to finish school.

The provisions made for individual differences can be judged by the plan of promotion used in a school. The best plan of promotion is necessarily based on individualized instruction. A pupil should be promoted whenever it will be advantageous to the welfare of the child, whether he knows all the subject matter or not. But sometimes retention is the only means apparent to secure effort. Even then I fear, we are treating a symptom rather than the cause.

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Perhaps the most comforting fact in regard to individual differences is that an all wise God placed more responsibility on the more capable and less responsibility on the less capable. Solomon said, "Along with wisdom there is sorrow." Where there is less insight and ability, there is also less feeling and dissatisfaction with things as they are. Few of us use all of the ability that we have, so why should we waste our time wishing for more?

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[3] Lemon, Allan Clark, An Experimental Study of Guidance and Placement of Freshmen in the Lowest Decile of the Iowa Qualifying Examination, 1925, University of Iowa study, Volume III, No. 8, February 1, 1927, pp. 14, 17.

[4] Oral report given by Dr. Schiller Scroggs of Oklahoma Agriculture and Mechanical College at the Oklahoma Academy of Science, December 7, 1935, Norman, Oklahoma.

History Enlivened By a Traitor

By C. Leo Montibello, *Brockton, Mass.*

WITH so many opportunities for variety and motivation, it is nothing short of tragic to stay in the same worn groove and use threadbare methods that constant use and abuse have made impractical. Children need a change of diet educationally, as well as physically. As the same meal loses its flavor and appeal, so does the same hackneyed method. We live in a changing world, not a static one. It's small wonder that some youngsters tire quickly of school, and others endure it only through courtesy. The classroom must be alive. The teacher should be alert, eager to judge and appraise material or activities and exercises that may contribute to classroom enterprises, projects, and problems. History, of course, is a spot where originality and creative effort bear abundant fruit, bring rewards repaying investments.

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For instance, how many teachers have launched a Revolutionary War unit by dipping into the why and the wherefore of Benedict Arnold's treachery to the American cause? Dangerous territory? Why? By a study of the case of Benedict Arnold a well-grounded understanding of the background of the War, its causes and effects, its highlights, intrigues, plots and counterplots—all may be had.

Again, why did Benedict Arnold plot to destroy his country? But was it his country? What is the story behind the scene? Was Arnold justified? How did he gain Washington's trust? In what battles had he participated? Was he a capable leader and an able soldier? Why did he fail?

The foregoing demand investigation, research, thinking of a creative nature. Illustrative material may be used to advantage. Books and magazines may be consulted. Opinions of Arnold's contemporaries may be unearthed, quoted to prove certain points. The many converging factors call for independent and cooperative effort. Pupils will gain confidence, will acquire appreciations that other methods may fail to give them. They will gain good work habits. They must select, reject, suggest. They will realize that they must work as a group for sound conclusions. They will feel the worth of teamwork. All will contribute their share to class discussions. In fact, all will have something different to add, so great is the wealth of material from which they may draw.

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Perhaps, some pupils may advance the theory that Benedict Arnold, while a good soldier, made a poor civil officer, and should never have been entrusted with the command of Philadelphia. Again, others may venture the opinion that George Washington was too gullible, thereby proving a ready dupe for the duplicity of persons he considered his friends.

Of course, the unit should be flexible enough to permit revisions as the need arises. The teacher should remain in the background, serving as guide and director, stepping forward as the occasion demands. She should, naturally, keep the unit well within reasonable bounds, never letting it stray beyond control.

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Further questions and problems form. How did the patriots react toward Benedict Arnold? Why? This brings to mind the many hardships endured and the many sacrifices made by the colonists in their battle for freedom. Again, how did the British receive Arnold? This demonstrates the sentimen across the sea. It shows whe British sympathy lay. Delvin deeper into the matter, the chil dren will be eager to know how Benedict Arnold felt about his at tempt to betray a cause he had sworn to uphold, even if his life had to be forfeited for that cause to prevail.

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Thus, the pupils plunge into a study of the American War for Independence with an enthusiasm that can't be downed. They are explorers, coming up with new facts and theories. They relive in vivid form adventures of a glori ous period in the building of America. They thrill to the study of this phase in the developmen of a new nation. They have definite ideas about the war, from beginning to end.

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But, how are they going to pull the threads together? How are they going to summarize their findings? Why not have a Trial Scene? Place Benedict Arnold on the witness stand. Have him tes tify for his own defense. Place George Washington there beside him. And add to the imposing list of witnesses and jurors leading figures of the period. Listen to their stories. Have them speak their pieces. And have them do this with meaning. Take the farm er who left plough for musket, housewife who left the kitchen for the plough, and let them speak too. History can and should be dramatized. Surely, by adopting this suggested approach to a study of the American War for Independence, the American Revo lution will live for the pupils. They will like history. The procedure guarantees satisfactory results.

Try it!

Preserve the Amateur Spirit

Lewis H. Chrisman

WHATEVER other pedagogical merits he might have the teacher who has lost, or never possessed, the amateur spirit is a detrimental influence in the life of any institution with which he is connected. The dictionary describes an amateur as "one who practices an art, especially a fine art, not as a livelihood or professionally, but for the love of it." The word is derived from the Latin "amator" which means lover. Therefore the amateur teacher is one who loves teaching and practices it as a fine art. The spending of one's working hours at tasks which are disliked, or even hated, means a life of maladjustment, mediocrity and failure. William Lyon Phelps has said, "I am sorry for all who have to seek happiness outside of office hours." And those who find their occupational hours tedious most certainly do deserve our sympathy. No avocational interests will make up for the sense of futility and ennui which cannot but loom large in the life of those vocationally misplaced. That such an attitude on the part of an individual towards his work will limit his effectiveness is a truth which cannot be controverted. If a person looks upon his vocation as a necessary evil which must be endured for pot-boiling purposes, he will be a mere craftsman rather than an artist. A teacher who dislikes teaching will inevitably be both uninspired and uninspiring.

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There is no disputing the fact that some people become teachers who lack the qualifications for success in the profession. In the days before securing a position presented so many difficulties as it does today, teaching was regarded as the occupational path of least resistance by large numbers of college graduates. Many a youth after grappling unsuccessfully with the problem of life work has thrown up his hands and said, "Well, I guess I'll have to teach." In the early nineteen-thirties I was sitting in the office of a college registrar when a young man came into the room. The conversation which I overheard informed me that he was a graduate of the institution, that he had been employed for several years as a bond salesman, that he had lost his position and that he was interested in an opening as a teacher. The language in which he had made known his request to the registrar was significant and ominous. "I have come to see about my credits in education because I may be *compelled* to get a certificate on account of being *forced* to teach." Thomas Carlyle after finding several doors closed to him taught for four years. At the end of that time he gave up his position saying that he would "sooner perish in the ditch than continue in such a profession." That being his attitude toward teaching, the chances are that his leaving the profession did not lower its average efficiency.

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This matter of vocational misplacement, serious as it is, is not the most tragic aspect of the lack of the amateur spirit in teaching. Even more depressing is the loss of this spirit by those who began their careers as teachers aglow with zest and enthusiasm. Sometimes teaching experience is a negative influence. Years ago the principal of a small academy in a southern state was heard to lament the fact that his staff had to be composed for the most part of beginners, a large percentage of whom failed. Yet on the other hand he felt that there were compensations. In his opinion the beginning teacher was more likely to be tremendously in earnest. There were more chances of his taking his responsibilities with high seriousness. Whatever blunders the beginner may make he he will not be hopelessly in a rut. If he approaches his work in the right spirit, he can discover his weaknesses and rectify them. The most pathetic figure to be found among teachers is the person who once approached his work with joy, enthusiasm and inspiration but who for some reason or other has become a mere mechanic performing routine tasks in a perfunctory way.

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Routine itself is an enemy of the amateur spirit. Habit is both a help and a hindrance to growth. An old West Virginia mountaineer in speaking of the fact that his son had come home from the World War free from undesirable traits proudly said, "He hasn't a habit." But teachers, like everyone else, develop their own particular habits of doing things. If we perform a piece of work in a certain way today, the chances are that we shall do it in the same manner tomorrow. Unless we keep close watch upon ourselves we shall reach the place where we have come to believe that our own particular method of meeting a given teaching problem represents the epitome of wisdom. Under such circumstances a teacher ceases to be a vital, dynamic intellectual force. He is no longer an artist but a cog in a wheel.

There are school organizations which are conducted in such a way as to make it harder for the teacher to avoid becoming the slave of routine. Where machinery is made an end in itself the teacher's effectiveness is measured in terms of written plans, formal tests, numerous reports and the making of complicated and ultra-scientific graphs. More than one teacher has been heard to lament, "If I

didn't have to do so much clerical work, I should be able to do better teaching." Sometimes it takes an exceptionally alert mind and vigorous personality to resist the mechanizing influence of certain types of school organizations. Yet routine is a necessity in the classroom and everywhere else. It is effort expended in an orderly way. It is the teacher's business to use it as a help rather than to submit to it as a tyrant.

The performance of the same tasks year after year in the same way is a deadening process. Dr. William A. Neilson in the early days of his presidency of Smith College said that his three outstanding ambitions for the institution of which he had become the head were to collect students susceptible to ideas, to collect teachers with ideas and capable of imparting them and to provide a setting which would encourage the contagion of ideas. Although teachers sometimes feel that students are not especially responsive to the appeal of intellectual interests, it is very seldom that dead classes are conducted by live teachers. To secure students with minds open to the currents of thought is easier than to find teachers aglow with intellectual enthusiasm. And there is nothing that is more difficult to locate, or develop, than an environment alive with a zest for things of the mind. Many a teacher has lost his love of learning and of teaching because he has felt that it devolved upon him to adapt himself to the deintellectualizing aspects of his immediate surroundings.

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Other teachers have lost their amateur spirit on account of discouragement. A distinguished minister tells of a man's saying to him, "I am buried alive; can you help me to a change of work?" The "Dead End" of a road is never a very inspiring environment. The feeling that one has reached it tends to take the sap and sparkle from life. The loss of a sense of adventure takes the novelty from a person's work and reduces it to a daily round of boredom. A discouraged teacher is always below his maximum possibility for efficiency. This is one of the strongest arguments for adequate teaching salaries. The teacher who tosses on his bed worrying about ways and means of meeting bills is not going to be characterized by "radiant vigor" in class the next day. The capacity to inspire teachers with a sense of achievement which will enable them to attain their highest possible usefulness is one of the most distinctive hall-marks of a successful educational administrator.

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But the sources of encouragement are always within. Here, as everywhere else, a man must win his own battle or go down in defeat. The teacher must fight discouragement with the same weapons used by other human beings. For example, he can bring biography to his assistance and remember that every great leader in history has had to trudge through the slough of despondency. Sometimes he simply needs rest or recreation. Or it might be well for him to read in *Sartor Resartus* how Thomas Carlyle climbed from the valley of the deepest discouragement to the sunlit hills of the "Everlasting Yea." There are spiritual resources which undergird life and restore it morale.

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Another enemy of the amateur spirit is self-satisfaction. Some teachers are highly sensitive to criticism. They can feel the least intimation of hostility. Others are so protected by an impenetrable armor of conceit that they have not the slightest thought that their own sense of having scaled the heights of perfection is not shared by the rest of the human race. The man who thinks of himself more highly than he ought to think eventually ceases to be a student. Consequently his classes will be regaled year after year with the same tattered, antediluvian lectures. This kind of performance is not enjoyed by the teacher any more than it is by the bored student audience. Self-criticism is a major pedagogic virtue. The lack of it is indicative of an intellectual blind spot, which is a defect of the utmost seriousness. An abnormal sense of superior merit has blighted innumerable teaching careers of fine potentialities.

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It was said of a great teacher of the past generation that his teaching was "a succession of delightful adventures." A teacher of whom this can be said has a respect for the material which he teaches and those to whom he teaches it. He does not say, "What does it matter whether these people ever learn or not? Philosophy is not for everybody." Or it might be language, or literature, or chemistry. A student in speaking of a great teacher complainingly remarked, "He has no intellectual respect for a man who does not know philosophy." It was said of a brilliant high school teacher in the same spirit, "She thinks that you miss half of life if you do not like literature." Both of these statements are but half truths. But the fact remains that an essential qualification of a real teacher is an enthusiastic belief in the value of the subject which he teaches. Along with this, however, goes an appreciation of the capacities of those whom one teaches. No subject in the curriculum has value unless it has value for individuals. The teacher who constantly sneers about the slender ability of those who compose his classes is frequently a rationalizer of the worst type. He is attempting to bolster up his own self-respect by minimizing the capacity of others. Above all else the amateur teacher has enthusiasm. He believes that he is doing a piece of work of the highest importance with which he must not allow the paralysis of discouragement or the smugness of self-satisfaction to interfere.

The Library Phase of Federal Aid

E. W. Butterfield
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PUBLIC education must have national control, state control or local control.

Federal or national control means, in nations like Germany and Italy, the development of elaborate plans for training children to be obedient servants to the governmental ideals of dictators in authority. In France and England it means standardized schools administered by a bureaucracy with authority invested in inspectors and supervisors.

Our experience in a Federal system of public education, however, has been limited to Smith-Hughes Vocational Education and to adventures in Federal relief programs. Neither experiment has been free from dictatorial control, and criticism as spending rather than educational programs.

Direct state control of education has meant to states of extended adoption the political restriction of educational extension and in general a state administration indifferent to public education. Few states have gone as short a way toward state maintenance and control of schools as has Connecticut and its experience has been in closely restricted state financial aid. No one will claim that during my administration of the State Department of Education, or that of my predecessor, the state school grants, whether for special classes, placed-out children or even enumeration were unaccompanied by strict state supervision and control. Nor will anyone claim that Connecticut's experience with state educational control has been accompanied by any appreciable interest of the State Government in the public schools and their development.

Local control of schools has disadvantages and results in inequalities. It, however, develops local interest and initiative. It makes it possible for the will of the people to be effectively expressed, for towns take pride in their own schools and they express their pride in well housed, competent schools. It is not without meaning that in America free education offers to all children high schools and their opportunities, while in England, France and Germany, except for barely 10%, education is limited to the standards of the elementary grades. Nor is it without meaning that in Connecticut it is much easier for the people of New Britain to build and develop their own high school than to persuade the state to enlarge or maintain the state trade school in New Britain.

In general it may be said that Federal education tends to bureaucratic control and to financial waste, that state educational control leads to political restrictions and lack of governmental interest, and that local control makes possible a genuine public interest in the schools.

We have for study the report of the recommendations made to the President by an Advisory Committee appointed by him. The recommendations will be strongly advocated before the 76th Congress and it is probable that the provisions of the report will be enacted. The report proposes Federal aid to the states for the foundation of a Federal educational system; seventy million dollars for next year and much larger amounts thereafter.

Since the report finds that Connecticut's "ability to pay taxes" is large—fifth among the states—Connecticut will pay its full share of the needed assistance, but will receive in return a comparatively small amount.

The report uses the words, "A Federal system of education" repeatedly and with approval, but it declares that the gifts to the states will be without Federal control. That is, they will be without strings tied to them. This has never happened, nor is it desirable. The body which appropriates must to some degree advise and control the expenditure of appropriations or waste and careless administration will result.

I believe that the recommendations of the report if enacted would result in a national spending program and in the dictatorial restriction of educational development.

Of the various recommendations for aid, that to public libraries has most in its favor, but the words of the report itself are ominous. It says of a Federal system of education, "The machinery of the Federal system, though necessarily cumbersome, should not be allowed to obstruct the broad development of a national program of library service."

It deprecates library development as at present, and would have literate states aid those which have been complacent with illiteracy. "A general appraisal of the record of the States in library service must conclude that they are the weakest line in the chain of library development. Not more than ten or twelve states have succeeded in establishing state library services of first rank."

It acclaims the first step toward nationalization. "The creation in 1937 of a Library Service Division in the United States Office of Education was an event of great

significance in the history of Federal relations to libraries. It marked the entry of the Federal Government into a field of educational activity which, though not entirely new in precedent or in principle, is largely new in emphasis. Prior to the establishment of this Division, there was no Federal office directly responsible for leadership in a Nation-wide program of library development. The new unit will serve as a Federal library headquarters and will provide a national focus for library interests." It finds that libraries would help in plans for permanent unemployment relief. Of Mr. Hopkins it says, "He visualizes a minimum of 4,000,000 to 5,000,000 unemployed persons in the United States even in a prosperous period. If this estimate is at all correct, it is reasonable to expect that a large proportion of those persons will be employed on Government projects and, consequently, that libraries will have their share of such workers." It would, for the Federal government, establish on a national scale, regional library centers. "The Federal Government, through grants-in-aid and the services of its own libraries, should aid in the development of regional centers for library service and in a general program of cooperation and coordination of library resources on a regional and national scale."

Libraries would be a part of the government program for education. "Grants to libraries should be made by the Federal Government as part of its provision for a basic program of general public education." In effect the government would control the appropriations made. "The Federal Government, through the Federal library agency, should exercise sufficient supervision over the allotment and use of grants-in-aid to assure efficient administration in the several States." "Finally, the Office of Education should be authorized to withhold grants in case of maladministration or in case of failure by any State to carry out its obligations under the Federal aid plans."

Library aid must be determined on three bases, poverty, proportion of rural population, and 5% of the amount now expended. On the first Connecticut would gain nothing, on the second little, on the third, for the first year about $60,000. The total appropriation for library aid for the first year, with larger appropriations later, is about $17,000,000. Connecticut has one seventieth of the population of the United States. It would receive one one-hundred-sixtieth of the appropriation.

Probably Connecticut, a rich state, can afford to pay for education in poor states a very large sum, though at the same time it receives a smaller sum, but it cannot afford to let education, including libraries, pass from local control, nor can it afford to favor a program of distantly restricted expenditures.

The Classroom in this Listening Age

IDA D. CONE
High School, Nutley, New Jersey

REALIZING that radio is the one medium of communication which has effectively transcended the limits of space and thoroughly permeated life during the last sixteen years, progressive educators have within the last two years taken definite steps toward harnessing this force and using it as an effective assistant.

During its early years radio was watched with awe and regarded by most classroom teachers as an interloper, another distraction, against which they must contend. In those early days the few teachers who experimented with the radio in the classroom were so openly condemned by their colleagues that their experimentations became furtive or at best apologetic. In some instances the high schools were somewhat bolder and used this new creation as a means of arousing interest in current events and in music.

Then came the Damrosch Music Appreciation Hour, designed especially for schools, and New York City's experimental use of the radio in broadcasting the activities of a special demonstration class to all other classes of the same grade. From these and other experiments, notably those of the Radio Guild and the School of the Air, modern educators have concluded that radio is a most potent force in creative teaching. It enables the pupil to develop a wide range of interests and a discriminatory attitude toward music, literature, and drama. It is a powerful aid in enriching, stimulating, and supplementing instruction. Its timeliness is unique.

No other medium, not even the daily paper, can present up to the minute news, first hand unedited reports of actual happenings at the exact moment when they occur. For example, word of the Hindenburg disaster was flashed over the nation and graphic eye-witness accounts given from the very moment the tragedy occurred. The best the newspapers could do was to issue an extra about an hour later. Then, too, no other medium, not even the newsreel, can bring geography to life so effectively by bridging the gap of space—Paris, New York, London, Washington—the twist of the dial brings the pupil to them. By actually listening in on

the broadcast of an event, the pupils receive an impression of authenticity that can be secured in no other way. They actually participate in the inauguration of a president, the coronation of a king, or an election in a foreign country.

Beside the practical news content value, radio also contributes much to the enrichment of the pupil's emotional life. Not only can music appreciation be developed by this method, but an interest in literature can also be stimulated. Pupils willingly listen to Shakespearian broadcasts; radio dramatizations make the classics real to them.

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However, even after educators had recognized the possibilities inherent in radio, the question arose as to the best method of utilizing those possibilities. The merits of direct teaching versus integral enrichment were argued again and again. These debates greatly delayed the progress of radio as an ally of education. Direct teaching offered the pupils the services of a specialist in each field, a super teacher, but reduced the classroom teacher to the position of an automaton. Listening, note-taking, and later discussion and analysis could not effectively supplant the give and take of an actual classroom exercise. The set-up was not a normal, social one.

On the other hand, experience has so forcibly demonstrated the effectiveness of radio as a means of integral enrichment that progressive teachers are using it in whatever capacity they are able, and are urging Boards of Education to install classroom radios as regular equipment. Radio clubs, patterned after the motion picture clubs which won a place for themselves several years ago, are being organized in many schools. Teachers of vision are already talking about the not too far distant future when a course in radio appreciation will be offered, not as an end in itself, but as a means of integration and correlation with English, music, history, science, and economics. In fact, a teacher in one progressive high school has already begun the preparation of a text book to be used in such a course.

A radio course such as is advocated would have several general objectives. Among others, the following are the most outstanding. 1. To broaden and enrich life for the pupil. 2. To create a profitable and enjoyable use of leisure. 3. To help the pupil to formulate standards by means of which to judge programs. 4. To help in the creation of intelligent public opinion by leading the student to listen to both sides of a question and weigh the evidence objectively before arriving at a conclusion. 5. To help the pupil to develop advertising resistance and discrimination. Present day investigations show that in many instances one of two things happens. Either the pupil believes all he hears and becomes a gullible purchaser in so far as his means permit or else because he hears so many claims, he believes nothing and becomes a confirmed sceptic. 6. To supplement and motivate the instruction in English. 7. To acquaint the pupil with the great masters of the fine arts.

Such a list of major objectives opens the way for many general activities which serve to create interest in what otherwise frequently become humdrum, mechanical exercises. Both as a group activity and as an individual assignment letter writing takes on a far greater meaning if one has a definite reason for writing to a radio station or a radio artist. 2. Creative writing can easily be stimulated by the writing of original scripts, beginning with the writing of mere announcements and progressing through speeches, discussions, and dramas. 3. Orderly thinking and analysis can be developed by teaching the pupil how to keep a well classified scrap book and how to adapt the classics to the limits of a radio program. 4. Intelligent criticism can be developed by the writing of critical reviews of programs. 5. An interest in organization and both oral and written reporting can be developed by having pupils interview friends and neighbors as to their favorite programs and then report those interviews to the class. 6. Correlation with science and with music is a simple matter.

A suggested course of study which approximates the work carried on at present by the most progressive schools and which would require a full term to complete is as follows: A study of the history of radio and the technical side of the subject brings in correlation with the science department. A study of the radio industry ties up with work in economics. An analysis and an evaluation of popular programs is another topic. A study of music is offered via radio. Here the class learns to choose and discriminate not only between the classical and the popular, but also between the many varieties and qualities of each which are offered. A study of literature by means of radio drama, book reviews and speeches broadcast by prominent literary figures is the newest method. Radio also offers a speech program which creates interest in diction and vocabulary work. The writing of radio scripts is another section of the course, one that employs all forms of oral and written composition.

After these basic lessons, the class is ready to launch into a consideration of special types of broadcasts. Each unit of work here consists of the consideration of a special type of broadcast, and each type is analyzed and individual broadcasts criticised. Suggested types include sport broadcasts, political broadcasts, and news broadcasts. The latter affords an excellent means of studying style as well as the individual qualities of the popular commentators.

Leaving such definite topics, the

course of study would conclude with a series of lessons of a more general nature. With the continued growth of radio, it might be well to train the pupil in the fundamentals of radio etiquette, to show him what radio's place in the home really is. Then, too, a study of radio advertising must be included if intelligent citizens are to be developed. Furthermore, the pupil should know something about foreign broadcasting and should be able to compare foreign broadcasting regulations with o own.

Such a course of study goes great way toward developing i telligent, broad-minded citize with multiple interests.

"All God's Chillun Got Wings"

MARTHA INEZ JOHNSON
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Can an ordinary teacher teach creati writing to ordinary children? The auth answers "Yes"—and cites examples.

IT has been my privilege to attempt to awaken the creative spirit in children, to loosen the dancing, rhythmic, living flame imprisoned in the heart and mind.

Creative writing has been taught, or rather shared (it can't be taught) for a longer period to children of college professors and educators, children who are in private schools under special teachers. But I have had the privilege and pleasure to stimulate a creative interest, to unfold the wings for flying in children who come from humbler homes, the children of W.P.A. workers, factory hands, clerks, mechanics. In ordinary public schools with ordinary children of ordinary parents, I, their ordinary teacher, have tried to adjust the wings for flying.

And Betty Lou, whose wings fit fairly well now tells about:

THINGS I LIKE BEST

I like to taste peppermint canes on Christmas Day,
And fresh silver fish from a harbor or bay,
Old ivory piano keys I like to feel,
And a baby doll's hair that is honestly real.

There is one special thing that I like to see,
That is old-fashioned ladies going to tea,
I like to hear orchestras play Mother Machree,
And the soft paddle of oars on river or sea.

There is something I like especially to smell,
That is cool, fresh water from a fountain or well.

When the wings have been adjusted Sue, aged eleven, has this to say:

"Creative writing has helped me to understand and appreciate poetry. Before I entered this class I thought poetry wasn't anything special, but now I have learned to love good poetry. I also like to write, poetry especially.

"Although my greatest ambition is to be an artist, I still love poetry. I think that if a person who intends or wants to be an artist knows poetry and beautifully written prose, it will help him to have a more beautiful feeling for his pictures.

"Also since I've been in this class I've learned to read more books and to pick better literature. I pity the person who hasn't had the opportunity to write and appreciate creative writing."

The reason above every reason why this work with children in creative writing is so dear to me is because it helps the child to attain a more abundant and richer living. It takes him from the drabness of bread and butter (or bread without butter) existence to the glory of the stars and sky, the beauty of blossoms and sunsets. With his wings properly adjusted he is barred from no place on the earth, under the sea or in the heavens.

To foster a flexible imagination in a child seems to me to be giving him one of the most priceless gifts of all. For imagination is a divine quality in man. It is that element that makes man in a degree a creator. And even the young child senses that indescribable intellectual ecstasy that comes with the knowledge of having created something.

This upper-air sensation is n the only result of stimulati imagination. Unless a child (o man) can imagine how he wou feel under his neighbor's cond tions, he cannot really sympathi with him. Without imagination h never has the power to escape fro the narrow circle of his own pe sonality. The child whose imagi ation is kept fertile and flexib has within him the power of sy pathizing with whatever is huma Even with creatures and thing below the human level. Witho imagination he cannot be a scie tist, for science demands sympat with processes and objects not y human. It is not possible to b a great artist of any kind fo all art is interpretation of th world by means of imagination. I is not possible for him to be good man in a general and broa sense, for the person who has litt sympathy is often guilty of bei unjust to those who are outsi the pale of his narrow sympathy.

And so one of my little fourt grade boys writes with an imagi ation of which he is scarcely co scious, so natural has it become:

THE BUTTERFLY WIND

I see butterfly,
He is sleeping in a
Red rose,
Mother Wind makes him
Get up and get a bowl
Of honey for his breakfast,
And what she says he does.

Ann, who is twelve, tells wh she thinks about Creative Writing

"I think creative writing is one of the nicest things I've had this yea

In fact, I've been more interested in it than in any other study. I had never thought anything about what I wanted to be until I started writing in this class, but now I know I am going to be a writer, for I enjoy it more than anything. I know nothing can stop me."

And Ann writes further:

WHAT'S OUTSIDE THE DOOR?

A door holds back so many things,
It may be a flower girl who sings,
Or the grocer's boy, or maybe a friend,
But still it could be Nan who comes to mend.
I guess it's the tinker who's knocking now,
Mom says it's a peddler that's making the row,
I believe I'll open to see who it can be.
Just who do you think stood staring at me?
Not the tinker, the friend nor the girl to mend,
But only the contrary, mischievous wind.

When children like Ann grow up they are not so likely to have the experience of a Chicago business man. This executive made five long distance telephone calls one day. The men with whom he talked were all members of a committee, appointed to make a decision. Each of the men called had the same thing to say, "Whatever you decide will be all right with me." The executive at the Chicago end turned with scorn to his secretary, remarking, "Not one of those fellows could think it through." We have not been trained to think. I am reminded of Vera Brittain's remark in her "Testament of Youth": "There is still, I think, not enough recognition by teachers of the fact that the desire to think must be induced before the power is developed. Most people, whether men or women, wish above all else to be comfortable, and thought is a pre-eminently uncomfortable process . . . " Certainly in a democracy there is a definite need for all children to learn to think. Creative writing necessitates independent thinking upon the part of the child.

At the risk of being scorned as a heretic, I make the statement that I can face the thought of a child growing up without having made the acquaintance of much of the regular school curriculum if he can have the opportunity of keeping his honest dislike for that which is false, if he can acquire a fearlessness of observation and response, a responsiveness to rhythm, a daring imagery, if he can learn to think clearly, independently, if he can know the power and pleasure of words, and have inculcated within him a genuine appreciation of true poetry and all artistic writing. I daresay I am not the first to express this desire.

When we sat and dreamed over our geographies our teachers brought us quickly to the present with a stern command. When Betty, last week, sat dreaming over the map in her geography, she wrote this, and brought it to me happily, knowing I cared a lot more for the verses than her geography lesson:

MAPS

Oh little maps in picture books,
Do you think it's fun to point out the ways
To travel to China or Peru
Or lands of purple skies and crystal waters?
You lead people to beauty and gayety,
Perhaps to France or Holland,
Or countries where silvery delights await you.

When the genuine bits of original expression begin to come from the child, it is natural I suppose, to want to share them, even as we who are grown want to share our manuscripts with others, so the children and I have shared, and my own position of missionary of beauty to the child momentarily changes to that of literary-agent-for-the-child.

So we have sent out bits of prose and poetry, and have been rewarded with having various publications care to accept our words. One boy's essay was paid for in cash by Boys' Life. Another child had a poem in the "Scholastic." Child Life has taken a large number of verses by the boys and girls, and Miss Marjorie Barrows, the editor, constantly sends words of encouragement and delight.

These creations come from boys and girls from the first grade through seniors in high school. And with Grace Conklin I say, "They will respond if you catch them young enough."

So gratified were we with the work done in the grade school that two years ago we collected all the best bits of verse and prose from the year's work, and these were published in a little volume called "Keepsakes," so named for Carl Sandburg's definition of poetry, "Poetry is a packsack of invisible keepsakes."

A first-grade child writes in this book:

AN ENGINEER

I'm going to be an engineer
I've been on that big engine No. 9
Down at Monett,
It had plenty of good fire in it,
I sat down on the seat,
And looked all around,
Daddy told me if he was
Still living he'd be a fireman
When I'm an engineer
Down at Monett."

A twelve-year old boy in the 7th grade has this highly imaginative picture in his mind:

SPARKLING SILVER

We hear a soft tinkle
As the long ladders of silver light
Are dropped to earth,
Thin and brilliant in
The soft tinkle of music,
As the moon fairies descend,
Playing on silver strands of
Moonbeam harps.
The fairy queen
Radiant in her cloud pearl chariot
Comes down the road of rippling patterns
Of star-tinted gold.

That was Richard, and Inez, the same age, and in the same grade writes a poem for Mother's Day, and calls it

MY WAVE

There is no wave
Of happiness
As bright as the one
I own,
And my wave
Will always stay
Upon the shore
Of love.
When my wave of
Happiness
Dies,
Her heart of kindness
Will overflow
And love shall
Sprinkle
Every one.

It is my missionary hope that many "ordinary" teachers of "or-

dinary" boys and girls may be the means of helping the children to become aware of beauty through sharing their own appreciation with them. Perhaps you may help the children find images of strength or delight to describe their moods, experiences, the delights of nature, the whole world of glory about them.

And after all being a teacher of creative writing is a starlit existence. When one comes upon such exquisite lines as the following, one feels more ecstasy of spirit than in actual creation of one's own:

A NIGHT IN HEAVEN

A road of sparkling ribbon is
Cut from the moon's edge
For the moon to walk on
As she sprinkles stars
Into the moonlit
Heaven of blue.

Stars hold back
The dawn with their
Sharp points of silver,
They are silver pins
Hung in an ocean of blue,
The moon draws behind
Her curtain,
And the stars
Shut off their lights
And disappear.

Spelling as a College Subject

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SOME months ago the University of Tennessee announced the inauguration of a course in reading which is designed to save the careers of more than fifty percent of freshmen entering that institution. The inauguration was made after an extensive investigation revealed the fact that a large number of entering freshmen could not read intelligently. The lack of ability on the part of entering college students to read also reflected a deficient skill in writing which meant that two elementary school skills needed considerable emphasis in college.

The writer of this article is of the opinion that a certain amount of emphasis should also be placed upon correct spelling. The way to reform bad spelling, according to Woolley and Scott in their *College Handbook of Composition*, is to work at it determinedly, correcting a few faults at a time. In most cases the bad speller does not see words correctly; his mental photograph of them is wrong or blurred. In many cases he does not hear and pronounce the words correctly; he transposes or omits letters, he adds syllables, and he confuses one word with another. A misspelling should never be hastily corrected. The student should look up the correct spelling and fix it in his memory by careful observation and by writing it out. He should keep a list of words he misspells and should refer to it regularly.

English spelling is conventional and in a great many instances apparently arbitrary. But arbitrary conventions largely govern social intercourse, and the individual who ignores them or rebels against them does so usually to his own grief. As writing is an extremely important means of social intercourse, one should be very careful to spell in the conventionally accepted manner. "In business and elsewhere poor spelling is regarded, next to complete inability to read, as the surest sign that one is not educated."[1]

This article is an outgrowth of an "experiment" begun three years ago. In every faculty meeting there were complaints with regard to the students' spelling, and all eyes were immediately turned toward the English teacher. In an effort to find the sources of difficulty five hundred words often misspelled by college freshmen were culled from Jones' *Practical English Composition*, Jefferson, Peckham, and Wilson's *Freshman Rhetoric and Practice Book*, and Woolley and Scott's *College Handbook of Composition*. One hundred words at a time were submitted to the classes in Freshman English during the three years, and a record of every misspelled word was kept. When the five hundred words had been given, the number of times each word was misspelled was totalled and the errors classified.

While the entire list of words is too long to publish here, the one hundred words most frequently misspelled during the three years are listed. The numbers in parentheses refer to the number of times the words were misspelled. On an average one hundred freshmen were tested each year.

1. supersede (153)
2. occurrence (152)
3. siege (151)
4. indispensable (150)
5. villain (147)
6. embarrassed (147)
7. vengeance (146)
8. coolly (145)
9. permissible (144)
10. twelfth (143)
11. paralyzed (143)
12. accommodates (143)
13. sacrilegious (142)
14. judgment (141)
15. grandeur (141)
16. cemetery (141)
17. sentinel (140)
18. miniature (140)
19. forcibly (140)
20. receded (139)
21. acknowledgment (139)
22. sergeant (138)
23. preceding (138)
24. irresistible (138)
25. hypocrisy (138)
26. conscientious (138)
27. weird (137)
28. rhythm (137)
29. grievance (137)
30. formerly (137)
31. accidentally (137)
32. ridiculous (136)
33. resurrection (136)
34. prairie (136)
35. livelihood (136)

[1] Jones, Easley. *Practical English Composition*. D. Appleton-Century Company, 1934, page 197.

36. nickel (135)
37. corps (135)
38. losing (134)
39. hindrance (134)
40. fiery (134)
41. exhilaration (134)
42. excel (134)
43. rheumatism (133)
44. pursuing (133)
45. prophesied (133)
46. precedent (133)
47. perseverance (133)
48. momentous (133)
49. mischievous (133)
50. incidentally (133)
51. all right (133)
52. synonym (132)
53. stationery (132)
54. restaurant (132)
55. pennant (132)
56. niece (132)
57. legitimate (132)
58. prejudiced (131)
59. occurred (131)
60. disastrous (131)
61. aggravate (131)
62. unconscious (130)
63. temperament (130)
64. severely (130)
65. permanent (130)
66. genius (130)
67. dormitories (130)
68. aerial (130)
69. technical (129)
70. souvenir (129)
71. separate (129)
72. repetition (129)
73. miscellaneous (129)
74. lightning (129)
75. ineligible (129)
76. equipped (129)
77. environment (129)
78. quarantine (128)
79. pronunciation (128)
80. pessimist (128)
81. persistent (128)
82. intellectual (128)
83. humorous (128)
84. exaggerated (128)
85. boisterous (128)
86. won't (127)
87. unanimous (127)
88. similar (127)
89. respectability (127)
90. monopoly (127)
91. maintenance (127)
92. influential (127)
93. fascinating (127)
94. dissipation (127)
95. descent (127)
96. thoroughly (126)
97. shepherd (126)
98. privilege (126)
99. loneliness (126)
100. led (126)

Difficulties of highest frequency were classified as follows:

I. Words ending in cede, ceed, sede
II. Words ending in ance, ant, ence, ent
III. Words ending in able, ible
IV. Words containing ei, ie combination
V. Doubling of final consonants before suffixes
VI. Dropping of e before suffixes

Knowledge of the chief sources of difficulty having been obtained, more attention can be devoted to these sources than to words not so frequently misspelled. It can then be pointed out that only three words end in *ceed* (exceed, proceed, succeed) and one in *sede* (supersede). It follows then that all others must end in *cede*. Distinction between the use of *ance* and *ence* and *able* and *ible* can be ascertained from any of the standard dictionaries and in many instances from the better books on grammar.

Since it is a well known fact that English spelling offers difficulty many times to even the best educated people, more time should be devoted to it than is customary. It should be made an integral part of the Freshman English course; or a special course (the length of and credit for which is purely arbitrary) should be included in the curriculum to teach the art of correct spelling.

All in the Day's Work

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Dissatisfied Parent

"It is queer about my boy. He isn't a bit the way I used to be. I was fond of mathematics but he hates the subject." One of the fond fathers was talking in the high school office. "There is one physical trait in which your boy differs from you," I remarked. "He is six feet tall while you are quite short. Do you know from whom he inherits his height?" "From his grandmother on my side," the man replied. "All his other ancestors on both sides of the house have been, as far as I know, short people."

I reminded the man that hereditary mental traits crop out unexpectedly the way physical traits do and that his boy must have inherited aversion for mathematics from some ancestor, who perhaps was so remote as to be unknown to his posterity of today.

Is there any way to disabuse a father's mind of the idea that his boy should be like him, especially in traits the man thinks desirable? We know that what children are depends upon two factors,—heredity and environment. Both of these naturally result in a boy's being much different from his father.

It has been said that one-half a child's traits come from the parents (a quarter from each), one-fourth from the grandparents, one-eighth from the great grandparents, and so on indefinitely. While this statement may not be scientifically accurate, it suggests the truth that some of the traits of our children come from ancestors who lived in the remote past.

If we look at the other factor which influences life we are aware that there is more difference between the child's environment today and that in which his parents lived in their youth than has occurred between any other two generations in the world's history. In fact, more changes have taken place in the last fifty years than have happened in some periods of a thousand years in the past. People only a little beyond middle life grew up without the motion picture, the radio, the automobile, and the airplane. Besides, the economic and social situation has changed immeasurably since fathers and mothers of high school youth were young.

They inherit different traits and they grow up in an environment not at all like that which influenced the plastic period of our lives. There is every reason why our children should not be like us. We shall have to take them the way nature gave them to us and make the best of what we have received.

Activities Have Gone Askew

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DURING the last several years teachers have heard much of the merits of the so-called "activity program." Many were at first rather skeptical of the concepts involved in this revolutionary program designed to revitalize and rejuvenate old and decrepit theories of education presumed to have outlived their usefulness.

In due course of time nearly all these doubtful ones came to worship at the shrine of the integrated program. It is feared that a goodly number of them became devotees, not because of any comprehensive inner understanding of the new theories, or because they were personally converts, but rather because they felt the other teachers who had so rapidly and gladly deserted the old standards must be right and themselves, the minority, must be wrong.

Perhaps the writer cannot appreciate the splendid values inherent in the new education. Perhaps his social vision is so narrow, so constricted, so befogged with old ideas, that he cannot grasp the shining values of this new day. But he would like to cite one typical example covering points that he cannot understand.

He has seen fifth grade boys spend hours making wooden spoons during the study of the pioneering era. The boys began this project with a piece of 1″ by 6″ by 12″ lumber. On this they traced the rough outline of a spoon. With a coping saw the excess wood was removed. Then a file came into play to smooth the edges, and gouges were next employed to hollow and shape the spoon. When the article was finished considerable imagination had to be employed by the beholder to visualize the purpose for which it had been created.

Let us think of certain factors involved in this situation. In the first place it is not realistic. The pioneer boy would not have had a piece of milled lumber with which to begin his spoon, nor would he have had a coping saw or most of the other tools employed by our modern lads. So in this one important respect the project was unfortunate: It was not true to life. Further, what if the fifth grade lads had followed faithfully the exact techniques used by their ancestors in the creation of the wooden spoons? What possible relation does that have to modern life? Our boys don't have to use wooden spoons, and if they did Mr. Kress' nation-wide organization could supply one for a nickel.

It is probably needful for boys and girls to have a good working knowledge of how their forefathers lived. But how can they gain such knowledge by spending many hours in the creation of minor tools, implements, and other impedimenta used by the doughty men of old? How, for instance, can having children make objects unfaithful to the original—while being directed by teachers who do not know the difference between a band saw and a rip saw—help children get ready for the lives they will lead in the period of history that faces them, or give them a deeper appreciation of the past?

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We believe the activity program, no matter how fine its original concepts, has been sidetracked. We feel that the idea of learning through doing is excellent, provided one condition is met. That is that the knowledge and skill acquired have an exact and definite application to present day needs. But unhappily the possibly excellent and sound ideas behind the activity program have gotten out of hand. In actuality, it is being applied by a host of well-meaning teachers who sincerely wish to give the children in their charge the right start but who are unfortunately not personally equipped to apply the activity program.

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It has degenerated to an extended daily sloyd period regarded by the children as a time for play and mischief, when noise and disorder can be unconfined, although screened by such phrases as "creative work," "learning group cooperation and tolerance," and "learning through doing."

This helter-skelter, harum-scarum scene of daily disorder is supervised in most instances by a teacher who has almost no knowledge of the actual techniques involved in what the children are doing. That is, she couldn't saw a board to a line, or drive a nail without bruising the wood.

Further, she doesn't know what is actually being accomplished. If the teacher in charge of the spoon-creating activities heretofore mentioned were asked, "What relationship does the creation of this spoon have to the child's later life?", she would be absolutely unable to make a valid reply.

We fear that the activity program resembles that oft-referred to state in which "the blind lead the blind." The children don't know why they are being given these delightful play periods when they hammer and saw to heart's content, and the teachers themselves can give no better explanation than the repetition of various catch phrases whose virility, vitality and validity cannot be demonstrated.

Building Better Study Habits

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Reading Ability

IN order to study successfully, a pupil must develop different ways of reading. Many students, even in high school and college, are reading words rather than getting ideas. They pass over words they do not know with little apparent concern for the ideas the author is trying to convey. Let us discuss some of the different reading situations in which it is possible for the teacher to provide a type of educational guidance that will increase the effectiveness of the study period.

First of all, let us consider the usual classroom situation. The successful teacher writes definite questions or directions on the blackboard, or provides an outline to guide the pupils in their search for the information which he expects them to obtain as the result of their silent study of the textbook. It is surprising, however, as actual tests have shown, how many children need assistance in using even these simple aids. Open book lessons will prove very helpful in teaching pupils how to answer definite questions or to follow an outline. Such work is an essential preliminary step before pupils can organize their own material and make independent outlines. Careful checking of the notes made by the pupils during a study period will afford teachers an excellent opportunity to discover pupil needs and will suggest remedial measures.

When pupils are sent to the library to gather information to be presented in class as a part of the work on a particular problem or project, you have a reading situation of quite a different type. Assuming that the librarian has selected and made readily available books containing information on the topics to be investigated, there is still the problem of the proper use of the table of contents and of the index in locating quickly and effectively the part of the book containing specific relevant facts. Tests given to a large number of pupils entering junior high school indicate only 50% ability in such an important study aid as the index. In this type of reading each pupil must also be taught, through carefully directed practice, to evaluate the material he is reading and select information that is worthwhile and that will be of interest to his classmates when he makes his particular contribution.

Reading from newspapers, periodicals, and magazines in order to gain civic enlightenment, is a type of reading in which it is eminently desirable to develop skill. Pupils must be taught to read with discrimination; looking for worthwhile information on present-day problems in the community, the state, the nation, and the world. Newspaper headings, like paragraph headings, should help in calling attention to items of importance. One class adopted the following plan for newspaper reading:

1. Start with the front page.
2. Use the headlines to pick out important articles.
3. Look at the editorials for opinions on current events.
4. Learn to interpret cartoons.
5. Skim the rest of the paper.

Work on reading the newspaper offers an excellent opportunity to teach pupils how to skim by using headlines and key sentences to locate essential information. Asking pupils to read an article and then to express the gist of the article in three or four sentences is a helpful procedure provided the teacher has illustrated by oral reading and summary how this should be done.

An excellent opportunity for critical and thoughtful reading is afforded by some of the editorials found in the newspaper. It should be clearly understood that the purpose of an editorial is to express an opinion rather than to make a statement of facts. After reading an editorial such questions as the following stimulate critical thinking:

1. What stand does this paper take on the question under discussion?
2. Are the reasons stated good and sufficient for the argument? Why or why not?
3. Do I agree with the writer of the editorial? Why or why not?

In work on current topics the teacher also has an excellent opportunity to call attention to the way a newspaper uses cartoons to approve or disapprove of some policy just as it uses editorials. If

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* An article on *Note Taking* will appear in a later issue.

properly instructed and stimulated, pupils will study cartoons with enthusiasm and thus add another worthwhile study habit to their list.

The complaints that come from employment offices as well as from all those who have anything to do with blanks used for obtaining various kinds of information indicate the necessity for emphasis on intelligent reading questions. The schools certainly have their share of responsibility for developing this type of reading. The ability to read and follow directions is another essential type of reading used in everyday activities. Whether one wants to knit a sweater, or set up a machine, or play a new game, he must be able to read and follow directions intelligently—an ability like so many others that we have discussed that will prove valuable as long as one lives.

Developing the ability to read for appreciation and enjoyment is most important because it provides a way in which one can use leisure time wisely and profitably. Learning to read for appreciation and enjoyment is another reading ability that will bring life-long satisfaction. Persons who have learned to enjoy books need never be lonesome nor lack good companions. The rate of reading will naturally be much more rapid in this type of work, as the individual reads to get a general impression rather than to obtain specific information. Failure to develop a reasonable degree of speed in reading has robbed many persons of the pleasure that comes from reading a good book.

In silent reading it is important that one be able to read economically from the point of view of time and effectively from the standpoiit of understanding. To read economically means to be able to read with a reasonable degree of speed, but to read effectively one must understand or comprehend what he reads. Success in book subjects depends largely upon these two factors, speed and comprehension. *Standard Test Lessons in Reading* by McCall and Crabb, published by the Bureau of Publications, Teachers College, Columbia University, New York City will be found especially helpful in developing and checking both comprehension and speed in reading. An important thing in tests of the type used in these booklets is that it gives each student a chance to compare his results in comprehension with his speed rating. If his rating on speed is high and his mark in comprehension is low, he will have to read more slowly until he is able to comprehend what he reads. If his rating on the speed test is low and his mark on the comprehension test is high, he will need to increase his speed because the results show that he understands what he reads, but that he needs to read more rapidly so that he can accomplish more in a given study period. In classes where tests have made such comparisons possible pupils have requested that the tests be given frequently in order to enable them to follow their own progress and so be sure that they were improving. Another suggestion for testing comprehension is to have the pupils read carefully a selected page from the textbook, then close their books and check on the reading by means of a series of "true-false" statements prepared by the teacher and based upon the page read. Ten such statements used for this purpose will simplify the rating of the results. If each student makes a note on his paper of the time required to read the page carefully enough to get the facts, the teacher will also get a page-rate of the pupil's reading which will enable him to compare comprehension and speed. This page-rate will also indicate to the teacher the amount of reading matter that the members of the class may be expected to cover in a given time and thus provide a guide for home assignments.

Speed in reading may be improved:

1. By a natural grouping of words that belong together.
2. By moving one's eyes rhythmically and steadily across the page.
3. By not moving one's lips when reading silently.
4. By vocabulary drills.
5. By learning how to skim.

For those who have not become too discouraged in the matter of reading, there is hope. Their very desire to improve affords an excellent starting point. The teacher must decide upon the suggestions to be applied in everyday work and then time must be given for ample practice. A reasonable amount of drill in any skill one wants to gain is the key to success. This is just as true in building better study habits as it is in any other endeavor. Merely reading a list of suggestions or talking to a group of students will accomplish very little. A feeling on the part of a student that he is succeeding is a factor of geat importance. If pupils are once convinced that following study suggestions will help them to get more out of their school work, they will react to the teacher's plan with amazing enthusiasm. This very attitude will prove a great help in bringing about real progress. Once the pupil has realized that day dreaming and dawdling over his work are enemies to good study habits, he will have taken another important step in his study progress, and improvement in both speed and comprehension will follow as a matter of course.

[*Next month's article in the series by Mr. Finch will deal with "Learning to Use Books"*]

EDUCATIONAL HORIZONS

By Randall R. Penhale
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WITH the passing of the Yuletide holidays, the next major outline on our educational horizon is the inevitable examination. At Cambridge, Massachusetts, Harvard students are being subjected to a thorough-going investigation as to their failures, scholastically and otherwise. Heredity, physical make-up, and family life will be studied to determine to what extent these factors contribute to a student's success or failure in life. ... At the University of Michigan results of the poll of NYA employees show that their scholastic average is higher than the general student level. This conclusion is apparently in order: when a student is denied NYA aid or any other financial reward for one or two terms during which time he has "failed," the upshot is apt to be renewed interest in getting back on the eligibility list. Here at Iron River, the general student average is 2.0 (C) and the NYA average (43 students) is 2.1. No student is permitted to remain on NYA if he fails in one or more subjects. If he receives passing grades in the next six-weeks' marking period, he is reinstated. The net result is few failures. . . . Speaking of school achievement, something should be said concerning Thomas I. Davis's research at Toronto, Canada. Principal Davis contends that milk-fed pupils averaged between 1.20 and 2.17 days better attendance per pupil over a class not fed milk. Mr. Davis should continue his experiment and determine the scholastic effects dairy products have upon previously undernourished students.

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A far cry from milk-fed boys and girls are the laboratory skeletons at John Carroll University in Cleveland. Because their new faculty building is not yet completed, Father H. T. Ahern and others of the biology department find it "convenient" to use lab skeletons as coat hangers. . . . Leaving biology for geology, we find that Cincinnati University professors report the discovery of parts of sea scorpions which inhabited Ohio several million years ago. In this age, one never knows what will be uncovered or discovered.

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The most sensational news which has come to this writer's attention is an Associated Press dispatch from the St. Louis convention of the National Council of Teachers of English. President Shattuck of Detroit reported that experiments are in progress which would take away English as a formal classroom subject. A former English teacher myself, I have always felt that any teacher, qualified to teach in the public schools, is ex-officio a teacher of English. Grammar, punctuation, penmanship, and spelling should be matters of concern to every instructor, leaving only literature to be taught by the English teacher. And this contention seems to be on the educational horizon if the National Council's action goes the limit. Other curricular changes include the decision of two schools to dispense with interscholastic athletics: St. John's College at Annapolis which is to substitute an intramural program and the University of Nevada which disbanded its gridiron squad by order of the regents. . . . At Ann Arbor four outstanding physicians are giving a series of six lectures on marriage and parenthood to academic seniors and students of the medical school. Ironically enough comes an announcement from Michigan's department of public instruction that the work of preparing a textbook on personal hygiene to be used in the public schools has been halted. A committee appointed by the state superintendent presented a preliminary draft which failed to secure official approval.

▼

In New York state, educators are the recipients of a severe indictment—the truth of which this middle westerner finds hard to accept. After a three-year study of the Empire state's schools by 200 "specialists," their report states that "America cannot be governed satisfactorily or administered industrially in the days that lie ahead on the basis of the kind of schooling 80% of the boys and girls (of New York) receive. . . . They have no idea what work means, what sorts of opportunities there are, how to look for work, or how to work when they get a job.". . . Yet from the University of Wisconsin comes the more encouraging news that better than 85% of its last year's seniors are now employed as compared with 75% in 84 other American universities. Mining and civil engineers, physical education teachers (a big demand for these), lawyers, journalists have been placed without difficulty. The New York "specialists" resuscitate the moth-eaten argument that educators are overemphasizing the fads and frills and underemphasizing the real essentials which the schools of twenty years ago (according to the report) provided so ably. Undoubtedly that was just about the time our "specialists" were in school themselves. Today New Yorkers are needlessly spending some $347 per pupil a year for instruction in dramatics and forensics and $134 per pupil for music as contrasted with $36 for

academic studies. *If* these figures are accurate, they are admittedly high. What statistics do you have?

▼

Now that America's schools have once more been subjected to their periodical criticism, perhaps we can gain inspiration from across the seas. In Sweden there are 5,500 public libraries to our 6,250 and its population is one-twentieth that of the United States. Adult education has made rapid strides: they have sixty "folk schools" with an enrollment of 6,000. And strangely enough they place only minor stress upon academic subjects such as literature and languages, concerning themselves more with social and economic problems. Swedish boys and girls are taught, for instance, lessons in traffic safety just as American pupils are! Our American "specialists" would most likely include such efforts at life saving among their "fads and frills.". . . But bad as American education may be, it can *not* be said that atheism is ruling our schools as is true of Communistic Russia. Twenty years of teaching has produced a generation who define God as an "iron ikon—an old bald-headed man—a stupid priest." Would-be critics of American education are too close to American schools to be fair. A year or two in some foreign country would do all of us a great deal of good!

▼

The spotlight this month falls on several outstanding school people—faculty and students. . . . Western State Teachers College at Kalamazoo found a few quiet moments recently to pay tribute to the memory of Frank E. Ellsworth for many years superintendent of the training school. To this writer, though not a personal friend, he was nevertheless always friendly, human, and inspiring—the type for whom the need is greatest. At Stevens Point, Wisconsin, 2000 school children serenaded and presented scores of signed testimonials to 82-year-old Jules Iverson, whose loyalty to boys and girls in that area deserved appreciation. . . At Racine, Wisconsin, the will of former principal T. E. Sanders has set aside an annual sum of approximately $350 as an award to the best all-round student at William Horlick High School. . . . At the 1938 International Live Stock Exposition in Chicago fourteen-year old Irene Brown, 4-H member of Aledo, Illinois, sold her Aberdeen-Angus champion steer for $3,785. She had purchased it a year ago for $60! . . . At Oklahoma City, Oklahoma, a harmless boys' organiation called themselves the "Black Shirts" and attracted the attention of no less a committee than that presided over by Congressman Dies. Mrs. Wade Walser debated the possibility of butting a few heads together, and the committee agreed to let the matter drop. All of which seems to bear out Dean Madden's belief that regimentation and dictatorships are not part and parcel of the average American boys' daily routine. They like to organize, but it is a democratic organization, credit for which should be given to the schools.

A happy New Year to you all! I hope it will be everything you want it to be. If it does not work out that way, and it undoubtedly will not, write us and then you will feel better!

Grins Between Grinds

WHAT DOES OSWALD THINK?

What they think when little Oswald starts to school for the first time:

His mother—Just think, my little darling is almost grown up.

His father—I hope he makes a full-back.

His older sister—That means I've got to walk to school with him and can't go with the kids.

His teacher—I hope he's smarter than he looks.

His neighbors — Thank heaven! Now we can have peace for a few hours a day.

His dog—You-oo-oo-oo-oo.

* * *

THE FOUR STAGES

Freshman: "Mamma, may I go out tonight?"

Sophomore: "Going out tonight, Mother. Home at ten.

Junior: "Going out tonight, Dad."

Senior: "G'night, Dad. I'll bring in the milk."

* * *

NOT POSTED

A man and his wife recently went for a hike in the woods. Suddenly they realized that they had lost their way.

"I wish Emily Post were here with us," said the husband. "I think we took the wrong fork!"

M. A. L. sends these:

Teacher—"What is a compound sentence?"

Pupil—"A compound sentence has double action."

* * *

Teacher—"What is the equator?"

Pupil—"The equator is the hot country where travelers go but seldom ever return."

* * *

SIMPLE PROCESS

Visitor (in editorial rooms)—"What do you use that blue pencil for?"

Editor—"Well, to make a long story short, it's to—er—make a long story short."

* * *

Matched

"Oh, I know a few things!" exclaimed the haughty senior.

"Well, you haven't anything on me," retorted the freshman confidently; "I guess I know as few things as anybody."

* * *

Not Fussy

Lady of the House—These trousers may be useful to you. All they need is a little mending.

Tramp—O. K., mum; I'll call back in half-an-hour.

* * *

WISE INDEED

Teacher: "Who were the three wise men?"

Johnny: "Stop, Look and Listen!"

The News Digest SECTION

Administrators Booking Up For Cleveland Parley

CLEVELAND. — Downtown hotels have been reserved to capacity for the 69th annual convention of the American Association of School Administrators, to be held here February 25 to March 2. President John A. Sexson is preparing a program said to include many innovations. The Cleveland Housing Committee is still finding accommodations for late applicants. Requests for reservations now available should be made to Mark Egan, Chairman of Housing Bureau, 1604 Terminal Tower, Cleveland, Ohio.

Vermont Mechanisms Clarify Mathematics

BURLINGTON, VT.—Professor George H. Nicholson, of the mathematics department of the University of Vermont, has worked out models for several mathematical puzzlers and they have been built by an engineering student, A. J. Taggart.

The models, which illuminate problems in algebra, trigonometry and solid geometry, are made mostly of wood. Other materials used are string, lead fish sinkers, chalk and kitchen hooks.

In a few models, metals protractors and rulers have been used. All of the materials together have cost little money.

One mechanism, consisting of a bar fastened to a vertical post, with six hooks fastened to the bar at either side, and a pulley arrangement operated by a string and weight, demonstrates the rule that two negative numbers multiplied together give a positive answer.

Ball State College To Dedicate Building

MUNCIE, IND.—Highlight of the Dad's Day program at Ball State Teachers College here, on January 25, will be the dedication of the recently constructed $400,000 Frank Elliott Ball men's residence hall and of Westminster chimes presented by the classes of 1936, 1937 and 1938. This is the first unit in the college's six-year building program.

PARENTS FAVOR "LIBERAL" TEACHING, SURVEY IN PENNSYLVANIA SHOWS

PHILADELPHIA, PA. — Parents are almost as "liberal" as teachers and school administrators in their attitude toward progressive developments in public education, it was indicated recently, in the results of a survey of public opinion on the schools, which was conducted in Pennsylvania under the supervision of Dr. Paul R. Mort and Dr. Francis G. Cornell, of Teachers College, Columbia University, and Professor Norman H. Hinton, of Dartmouth College.

The investigators expressed the belief that national opinion was reflected by findings of the questionnaire in large cities, small and medium-sized towns, suburbs and rural communities in the State.

In checking their agreement or disagreement with 100 statements in a questionnaire entitled "What Should Our Schools Do?", parents revealed that they were 64 per cent "liberal" as compared with 76 per cent for teachers and 79 per cent for school administrators.

Experts Preparing Education Dictionary

OKLAHOMA CITY, OKLA.—A new dictionary for teachers, dealing with the more scientific educational terms, including all fields of education, is now in preparation and is expected to be completed in about four or five years. It will parallel the standard dictionaries of other professions.

Dr. Harry D. Rinsland, Professor of Educational Measurements at the University of Oklahoma, one of the five men who are assembling the dictionary has just compiled 18,000 terms in tests made in the field of educational measurements for material to be used in the proposed volume.

Sports Teaching Held as Model

NEW YORK. — Of the entire cultural heritage handed down to us by the ancient Greeks, athletics is the only subject that is taught correctly in the schools today, Dr. John Erskine, author and educator, declared yesterday, before the fifth annual Foreign Language Conference sponsored by the New York University School of Education.

Dr. Erskine urged that all subjects be taught in the same way as athletics, and that the system of giving grades in school subjects be abolished, since, "as in athletics, it is only the result that counts and not a mark."

"Because a student gets a grade of 95 per cent in a language under the present educational system, it doesn't mean that he knows that much, but simply that the teacher's score in catching him in mistakes is 5 per cent," he said.

"You can't interrupt a boy playing football by teaching him the history of the sport. He isn't interested in getting a Phi Beta Kappa in the subject. He is interested only in the result of a contest, and a 'grade' isn't necessary because the results are obvious. And if he wants to learn to swim what he is mainly interested in is to keep from sinking."

School Camera Course Popular

TARRYTOWN, N. Y.—Student interest in photography has increased by 40 per cent on the basis of the large enrollment in the photography club of Marymount College here. William Freese, director of *The New York Times* studio, is giving a series of lectures and demonstrations in the college photography studio.

HARDSHIPS EMPHASIZED IN CHOOSING TEACHERS FOR 2500 INDIAN SCHOOLS

WASHINGTON, D. C.—Until this fall the average teacher might pass the civil service examinations for a position teaching in the Indian schools, which are mostly in isolated localities of the Far North and West, where bad roads, inclement weather, a meager population and other elements present problems to which the teacher cannot find answers in textbooks. Now the Federal Civil Service Commission has issued some new requirements for teachers. It plans to fill these positions only with those who recognize the hardships they will face and who are fitted to handle them.

So, in addition to previous requirements—American citizenship, age under 40; a college disploma (or equivalent in specialized fields, such as music, art, science or home economics), and two years' teaching experience—a practical oral test is required.

This deals with the applicant's ability to plan original programs, adjust to changing conditions, co-operate, respect primitive cultures, build programs on needs and customs of a special locality, discuss intelligently social and economic problems of low-income groups and the natural resources of the region, and willingness to lead in community enterprises and associate with a small group of people in isolated areas.

Also, the two years' teaching experience required must have been in schools where similar educational programs were developed, not the usual city classroom experience.

Although it might be supposed that these Indian schools, with their primitive problems and pioneer design for living, would have slight appeal for a college graduate, there are only about twenty-five vacancies for next year among more than 2,500 such positions, varying in specific requirements, in 256 school in the United States and Alaska. Current figures show 27,500 students, children and adults, in the Indian day, vocational and boarding schools. About 600 Indians are on the teaching staffs.

The government sends young married men to the most inaccessible of all, the one-teacher schools. Their wives get appointments as "special assistants" and are expected to do community work, handle home economics prroblems and cook noon-day lunches in stormy weather.

Schools Push War On Poor Reading

NEW YORK—A mass attack upon the problem of poor readers has been opened in the 81 New York City junior high schools as Board of Education officials prosecute an ambitious program to help the thousands of boys and girls who have not been taught to read properly. Classes for backward readers have been established in each of the junior high schools. Remedial techniques and specially trained teachers are part of the campaign to aid the pupils. About 100 classes, including 3,500 students, have been set aside to carry on the experiment. Out of it, the authorities hope, will come a definite program that can be used in the rest of the school system. Last June a reading test was given to the sixth-grade pupils. Thus the junior high school officials have a record of the reading ability of the entering boys and girls. Those needing the greatest amount of help have been singled out and placed in the special classes.

School Breaks Up Fist Fighting

MONTEREY, TENN. — Monterey high school has discovered how to curb brawls and secret smoking among boy students.

Leonard Crawford, school principal, now requires youths involved in fights to don boxing gloves before the student body in the school auditorium.

The decrease in the number of scraps, school officials report, has been remarkable, for few of the boys like the idea of taking a possible licking before the eyes of their favorite girls.

Crawford also has a solution for the smoking problem. He has provided a smoking room in the school building where boys, who have the consent of their parents, may go for five minutes each school day and smoke to their heart's content.

Girls are not allowed to smoke. Boys face the penalty of a severe spanking and dismissal from school if caught smoking in any other part of the building. Football players caught smoking anywhere, any time, pay for it by running around the athletic field 25 times.

Marriage Schools Popular in London

LONDON — Evening schools for training girls for marriage are meeting with such success here that hundreds of would-be pupils have to be turned away. Dressmaking, cookery, laundry work, child welfare, domestic electricity and hygiene are among the subjects taught. Regent street polytechnic, one of the most important schools, has turned away a "tremendous number" of applicants for cookery and dressmaking classes, it was said.

Chicago Schools Teach the Shag

CHICAGO, ILL.—More than 1,800 boys and 600 girls in the Chicago public schools signed up to learn the Lambeth walk and shag when the schools opened modern dance courses.

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Willard E. Givens Returned to Office

WASHINGTON, D. C.—Willard E. Givens has been re-elected executive chief of headquarters staff of the National Education Association. Term of office is for four years. Secretary Givens has had wide experience as an educator, beginning his professional career as a rural teacher in Indiana. Prior to his present position he was superintendent of the Oakland, Cal., public schools. He was honored at the June, 1938, commencement of his Alma Mater, the University of Indiana, with the honorary degree of LL.D.

School Plays Host To Students' Parents

LAWRENCEVILLE, N. J.—Allen V. Heely, headmaster of Lawrenceville School, welcomed nearly 200 fathers in Memorial Hall recently, to the school's annual fathers' week-end. As guests of Lawrenceville and of their sons, the fathers experienced the routine life of their sons, viewing the inner workings of the school. Dr. Heely described the progress of this school since the last meeting of the Fathers Association. Other officers spoke briefly of the work of the various school departments.

Just One Man In Marriage Class

SYRACUSE, N. Y.—Syracuse University's marriage course has become co-educational, with the enrollment of 53 young women and—one male student. The campus hero is Dia El-Zin Zaid, an Egyptian, who has a graduate scholarship, won by his work last year in Cairo. Despite the fact that a student vote last spring showed an overwhelming majority of the male student body in favor of a marriage course, only Dia El-Zin Zaid enrolled. "I entered the course for the novelty," the Egyptian youth explained. "I enjoy new experience of any type."

For a Breathing Spell In Curricular Changes

ST. LOUIS, MO.—The need for more objective evaluation of educational programs and methods was strongly emphasized at the twenty-eighth annual meeting of the National Council of Teachers of English, held here November 24-26, 1938.

"The curriculum revision movement, which has taken the country by storm, has in too many communities been actuated by the incentive of keeping-up-with-the-Joneses rather than by definite and worthy purposes of reorganization," Harold Spears, director of research and secondary education in the Evansville, Indiana public schools, told the convention delegates.

A breathing-spell during which the rapid educational changes of the past decade can be appraised was recommended by Marquis E. Shattuck of the Detroit Public Schools and Wayne University, retiring president of the Council.

Officers of the National Council of Teachers of English who will serve in 1939 are: Miss Essie Chamberlain, Oak Park Township (Illinois) High School, president; E. A. Cross, Colorado State College of Education, first vice-president; Miss Angela Broening, Baltimore Board of Education, second vice-president; W. Wilbur Hatfield, Chicago Normal College, secretary-treasurer. New York City was chosen as the next meeting-place, November 30-December 1, 1939.

VARIETY OF COURSES FOR TEACHERS OFFERED BY UNIVERSITY EXTENSION

Nineteen courses, designed especially for Massachusetts teachers, are to be given in Metropolitan Boston during the winter months through the Division of University Extension of the Massachusetts Department of Education. Teachers in rural districts who cannot attend classes will be able to take University Extension correspondence courses in educational methods and practices. These courses are available at any time.

The courses to be given in Boston include: "Biographies," by Robert E. Rogers; "Dramatic Criticism," by George Brinton Beal; "Effective English Expression," by Augustine L. Keefe,'; "Advanced English Composition"' by Thomas W. Sheehan; "Problems and Procedures in Adult Alien Education"; "The Development of Massachusetts Public Education," by John P. Sullivan; "Aesthetics," by Herman H. Brase; "Methods of Teaching Mechanical Drawing," by Albert L. Coyne; "Training for Camp Counselors," by Elise M. Nelsen; "Dental Health Education," by Edna M. Bradbury and Ambrose L. Hanley, D.M.D.; "History and Techniques of Radio Broadcasting," by Ralph L. Harlow; "American History to 1865," by Cornelius G. Cotter "Problems of American Government," by John E. O'Loughlin; "International Affairs," by various lectures; "Bird Study," by Horace Taylor; 'Training for Public Service," by Edward J. Wall; "Biology: Man and the Nature of His Biological World," by Frank L. Alciere; "Nursery School Education," by Ruth Stone; "Masterpieces of Church Art," by Mary Allison Belding.

State certificates will be awarded by the Massachusetts Department of Education to all students who satisfactorily complete courses. With one or two exceptions, all of these courses are of college grade and carry academic credit.

Full details concerning this program may be obtained at the University Extension office, Room 217, State House, Boston.

Central Office to Aid Junior Colleges

WASHINGTON—The reorganization of the American Association of Junior Colleges and the establishment of a central executive and research office here is expected to have considerable influence in stimulating and guiding the future development of the junior college movement in all parts of the country. The aim of the new central office is to render more effective assistance to junior colleges and to assist in the organization of new ones. A bulletin from the Office of Education analyzes the spread of the junior college movement in 25 states. California, with 43 city or district public junior colleges, twelve privately controlled junior colleges and one state junior college, a technical school, has the highest number, 56.

Franklin E. Pierce

WEST HARTFORD, CONN.—Franklin E. Pierce, Director of the Bureau of Teacher Preparation for the Connecticut state Department of Education died at his home in West Hartford on Christmas morning after an illness of several months. He was 61 years of age.

His school experience was in elementary and high schools. He was physical instructor in a California college; vice-principal of the Binghampton High School and Principal of the Elizabeth High School. In Connecticut he was promoted by Commissioner E. W. Butterfield from the position of Supervisor of Secondary Education to that of directing Teacher Training.

Mr. Pierce developed the state's system of teacher certification, a system of high standards. He was fearlessly impartial in his administration.

To him may be credited Connecticut's system for the training of teachers in service. He organized scores of extension courses in professional subjects. As a result one tenth of all Connecticut public school teachers were carrying on their education.

As a primary task he supervised the four state Teachers Colleges. He planned their curricula and directed their transformation from two-year normal schools to four-year degree giving colleges.

College Establishes Chair of Democracy

JACKSONVILLE, FLA.—Seeking to combat fascism, communism and similar trends, Florida Southern College is establishing a Chair of Democracy, with objectives including not only instruction for students, but also a bureau of press and radio propaganda for the public generally.

Describing the fascism of Germany as an "emotional splurge," President Ludd M. Spivey said, in announcing the new department, that American youth must be taught to embrace democracy with the same zeal manifested by the youth of Germany and Russia toward the political philosophies of their countries.

"But the difference between democracy and what is happening in Germany is the difference between intellect and emotions," he asserted.

Dr. Spivey announced that leaders of national reputation would be invited to lecture in the new department.

Rural Schools Are Criticized

BUFFALO, N. Y.—The "little red schoolhouse" is to blame for the fact that approximately 75 per cent of American youths living on farms have set as their life goals residence in the city.

That accusation is made by Dr. Howard A. Dawson, director of rural service for the National Education Association, who spoke at a conference on rural education sponsored by the State Teachers College here.

Dr. Dawson charged that rural schools have not demonstrated the "worthwhileness of rural environment as contrasted with city life."

He further accused rural educators as being too concerned with subject matter and paying too little attention to community and sociological matters, such as teaching home-making to young women.

College More Than A "Mind Factory"

CLINTON, N. Y.—Holding that a college "is more than a mind factory," Dr. W. H. Cowley declared himself in favor of an educational program embracing the development of the student as a "whole personality," in an address at his inauguration as eleventh president of Hamilton College.

"No college president can avoid taking a position in one camp or the other," Dr. Cowley said. "Without further ado, I take such a position. I align myself with the traditional British-American philosophy of education that the purpose of the college is the

training of the whole student, not of his mind alone. I take this stand because it is my deep conviction that, in education and in living, intelligence is not enough."

Among the chief problems in the re-making of the curriculum, the speakers stressed, are those of adapting the studies to meet the changing needs of the pupils and maintaining a more flexible curriculum. It is important, it was said, that the influence of the home, the street, the welfare agencies and the other phases of the community be considered.

Registrar Predicts Enrolment Slump

PHILADELPHIA — Millard E. Bladfelter, Temple University registrar, has predicted that by 1942 American colleges would see a big drop in attendance figures To accommodate the increased numbers of students now, he said, colleges would have to expand and employ additional faculty members Mr. Gladfelter attributed the increase in freshman enrollment partly to the World War. With the coming of the depression boys and girls, unable to find jobs, stayed in high schools and many of them went on to college. Since the median age in this country had risen from 16.7 years to 26.4 years in the last 100 years, more children lived to reach college age, he suggested. On the other hand, Mr. Gladfelter said, the birth rate had been declining for 15 years or so because of restrictions on immigration, fewer marriages, spread of birth control and the depression.

School Savings Off In Backward Year

NEW YORK, N. Y.—A total of $13,825,508 was deposited by 2,753,-682 school children in 8,483 schools in school savings during the year ending June 30, 1938, according to reports made to the Savings Division of the American Bankers Association and made public by W. Espey Albig, secretary of the division. Of this amount, $3,240,460 remained on deposit at the close of the year, the reports reveal, which is a decrease of $1,420,372, or 30% in net savings under the previous year. Total deposits decreased $433,281, or 3%, and total number of participants decreased 69,564 or 2%, and number of schools participating decreased 551 or 6%.

The decrease was attributed to the effects of the depression by Mr. Albig, deputy manager of the national bankers' organization, who said, "The decrease in net savings pay eloquent tribute to the value of the amassed savings in aiding the family. The deposits decreased by less than $450,000, but the net deposits, the amount remaining in the bank after withdrawals, decreased by more than three times that amount.

3,000 Hail Mandel, Teacher Since '88

NEW YORK. — On December 3, 1888, an item appeared in the newspapers announcing the appointment of Edward Mandel to Public School 20, Manhattan. It indicated that "considerable accomplishments may be anticipated of the new appointee in what is deemed will be an outstanding career."

Fifty years later, 3,000 persons, classmates, former pupils, colleagues and friends, met at a golden anniversary luncheon to pay homage and respect to Dr. Mandel, now Associate Superintendent of Schools. From all parts of the country men and women traveled to participate in the celebration.

The prediction of fifty years ago, they asserted, had been more than fulfilled.

To Dr. Mandel goes much credit for major reforms in the city's educational system, the speakers emphasized. Through his efforts the pension law was adopted, as were the present salary measures. As a member of the board of superintendents since 1923—previously as teacher, principal, district superintendent—he has fought consistently for the elevation of teaching from a "job" to a "profession."

Puerto Rican Girl Outspells College Class

NEW ROCHELLE, N. Y.—Miss Rosita Peres, of San Juan, P. R., who has been speaking English for less than ten years, surprised the College of New Rochelle, here, by spelling down the rest of her class and thereby winning a place on the junior spelling team.

"How do you spell it?" has overnight become the byword of the college as the four classes prepare for a series of intercollegiate spelling bees.

The senior claes spelling contest was won by Elsie Gallant, of Ticonderoga, N. Y.; Helen Malley, of Rumford, Me., and Helen Elmendorf, of New York City.

CONFUSION IN FILM TEACHING REPORTED BY PROJECT DIRECTOR

ATLANTA, GA.—Hopes of educators regarding the value of motion pictures have gone up and down in the last few years. Many who began as enthusiasts feel that they have been disillusioned. Others, still hopeful, have encountered so many problems that the future is disappointingly vague.

A summing up of the situation was presented recently by Fanning Hearon, executive director of the Association of School Film Libraries, the new Rockefeller film foundation project, at the second annual Southern Conference on Audio-Visual Education, which met here, with an attendance of a thousand educational leaders from ten states.

Mr. Hearon's summary said, in effect, that with sight, sound, motion and color as its ingredients, the motion picture has no instructional equal, yet has not attained its deserved status among the educational media, because the audience is unknown and unorganized, the product is unknown and inadequate and the market is unstable.

It is toward the solution of this situation that the Association of School Film Libraries, a non-profit organization, is working. Another group, functioning under a grant from the General Education Board and headed by Charles Hoban, Jr., is occupied with the examination of films to determine their educational value and adaptability. In a similar field the Progressive Education Association is working through its Commission on Human Relations, of which Dr. Alice V. Keliher is the head.

The findings of the Hoban project contribute to the evaluation of existing educational films and the Progressive Education Association efforts are directed toward the opening of new film sources. This group selects from feature films typical life situations which students can analyze and discuss to further their understanding of human relations.

Book Reviews

Motivated English

SENIOR ENGLISH ACTIVITIES. Book One. By W. Wilbur Hatfield, E. E. Lewis, Emma M. S. Besig and Gladys L. Borchers. New York, Chicago, London, Atlanta, Dallas, San Francisco: American Book Company.

Now and then prefaces are conglomerations of platitudes prepared for the purpose of meeting what is supposed to be an important conventionality of book manufacturing. This, however, is not the case with the prefatory pages of the first book of *Senior Activities*. They not only give definite and important information in regard to the scope of the book, but they also summarize certain highly significant tendencies in the teaching of English in the present-day high school. The first sentence gives a clean-cut and illuminating idea as to the underlying principle. It reads as follows: "This book is designed to motivate correct speaking and writing on the part of the pupils by leading them to feel the need of correct and forceful expression in talking about their daily experiences."

The most valuable information in this preface, though, is a summary of certain conclusions of the study which resulted in *An Experience Curriculum in English*, which was published in 1935 by the National Council of Teachers of English. The reason for the inclusion of this outline in the foreword to *English Activities* is the fact that the scientific side of the work is based chiefly on this really epoch-making report. The first impression that one gets from a study of the text itself is that there is a great distance between it and the old-fashioned books in the same field. The work is divided into thirteen units. Among their titles are the following: "Enlarging your World," "Social Conversation," "Chatting by Mail," "Reliving Experiences," "Making Requests," "Shopping" and "Translating Observations and Imagination into Words." Although the motivation idea looms large, there is no dearth of the basic composition material which will always be a necessary part of the practical textbook. We have here a scientific, readable and stimulating book.

Manual for Mothers

BOOKS AND BABIES. By Garry Cleveland Myers and Clarence Wesley Sumner. Chicago: A. C. McClurg & Co.

Now comes a textbook for mothers on what may be called the mental feeding of infants. "Books and Babies," though a small volume, is replete with suggestion on the psychological nurture of children, and especially on the use of literature as an adjunct to child training. Reading to children and telling them stories before ever they go to school may build a background of knowledge, appreciation, imagination and character which can never be so well supplied as in those early years.

The book is bound to be of great assistance to mothers in giving the right start to their young offspring.

One of the most significant features is the description of the "Mothers Room" experiment of the public library at Youngstown, Ohio. Obviously, the juncture of the home and the public library in this matter of reading for the small child is of utmost importance.

Incidentally, one of the authors, Dr. Garry C. Myers, is well known to readers of THE JOURNAL OF EDUCATION for his numerus contributed articles on personality problems of the classroom. He is one of the JOURNAL's most active advisory and contributing editors.

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Numerical Brainwork

DAILY LIFE ARITHMETICS, BOOKS I, II, III. By Guy T. Buswell, William A. Brownell and Lenore John. Boston, New York, Chicago, London, Atlanta, Dallas, Columbia, San Francisco: Ginn and Company.

No doubt arithmetic is a "tool" subject. But even a tool does better work in the hands of an intelligent worker than when operated by an individual who lacks understanding.

So with arithmetic—children should not only possess but be masters of the tool.

A textbook for grades five and six that has the merit to encourage mastery of number principles, is Book Two of "Daily Life Arithmetics."

Now mastery demands thought, and to awaken thought a textbook or a teacher must provide an abundance of easy material which advances in difficulty. The pupil must be kept at the practice of thinking until he becomes convinced that he can be successful at it and even enjoy it—for nothing is more exciting than to succeed in thinking.

In other words, a text which is to develop understanding must be constructed with that purpose in mind continuously. Occasional exercises demanding thought are not enough. Pupils will avoid such forays and take refuge in performing the routine exercises that have been learned by rote.

The authors of the volume under examination have managed to sustain their demand upon the use of intelligence to a degree quite unusual in arithmetic texts. Incidentally, what more promising years than those of the fifth and sixth grades are there for winning boys and girls to a liking for thought

Here is a book that should help to generate mental current. More books of the sort are needed.

No, it is not for bright pupils only, but adaptable to those of slower mentalities as well.

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Remedying Defects In Reading

THE IMPROVEMENT OF READING. By Luella Cole. New York: Farrar and Rinehart.

In spite of the progress which has been made in the teaching of reading since those of us who are now growing gray about our temples were stood up in rows and called upon to perform one after another, there is still a great gulf fixed between current practice and what is known by those who have made a special study of the various aspects of silent reading. Student after student reaches high school and college to find himself seriously handicapped because he has never learned to read with normal speed and accuracy. Although silent reading has received a large degree of emphasis during the past twenty years, a large number of the products of our schools have been exposed to teaching uninfluenced by the findings of recent investigators in the field.

In the light of this Miss Cole's book on *The Improvement of Reading* has possibilities of the highest usefulness. Its special stress is on remedial instruction. Among the topics discussed are "Eyesight and Reading," "Diagnosis of the Causes of Slow Reading," "Remedial Exercises for Increasing the Speed of Reading,"

and "General Reading Vocabulary." The book has the combined merits of clarity, brevity and objectiveness. The author does not ride some particular hobby, but treats all aspects of reading wtih equal respect. It is hard to believe that any teacher of reading can afford to leave this book unread.

Reading for Development

HIGHWAYS AND BYWAYS. By Beryl Parker and Paul McKee. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This exceptionally delightful and attractive book is one of The Child Development Readers, edited by Julia Letheld Hahn. The idea of the editors most obviously has been to provide material that connects with the experience of the child rather than to furnish a collection of traditional literature. This, though, does not mean that the book ignores the great authors of our own and other generations. The first section consists of "Prose, Poetry and Drama." Then comes one written by Charlotte Vaughan and entitled "Work of Skillful Hands." This is filled to the brim with information about workers in various lands and ages. For example, it tells of the medieval guilds, of the old-time makers of books, of Swedish weavers and Chinese potters. Another section shows how "Inventions Change Ways of Living." Through the story method there is an explanation of the modern train and by means of the same device some information is given in regard to the covered wagon of song and story. In this connection we find Arthur Guiterman's inspiring poem on "The Oregon Ttrail."

It is safe to say that teachers will not have any difficulty in getting children to read these selections. No notice of the book, however, would be at all adequate if it did not mention the original and illuminating illustrations. For example, there is a series of pictures showing the manufacturing of pottery in different parts of the world. On one page we see pictured at the top a modern streamlined train on the way to Oregon and at the bottom a wagon train on the way to Oregon a hundred years ago. Some of the modern illustrations show a central heating plant, an electric sewing machine, a Four-H pig club and a baseball game in a public park.

Efficient Supervision

IMPROVING INSTRUCTION. By Thomas H. Briggs. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Not all supervision has justified its existence. An occasional visit to a classroom by a supervisor and the making of a few haphazard criticisms amounts to little or nothing in the way of improving teaching. In fact there has been much supervision which has done more harm than good. *Improving Instruction* has been written with the purpose of enlarging and dignifying the conception of supervision and indicating the major means of making it effective. The book is a result of a university course on the improvement of instruction in secondary schools which Professor Briggs has been giving for more than twenty years in Teachers College, Columbia University. The sub-title of the volume is "Supervision by Principals of Secondary Schools."

Professor Briggs gives us in these chapters a unique combination of the fundamental and the practical. In the first chapter, which deals with "The Meaning of Supervision," we are brought into contact with a definition of supervision and a discussion of its objects. There are twenty-three of these objects, only four of which can be mentioned here, and these are selected almost at random: "To enlarge the teachers' concept of the meaning of education;" "To translate theory into practice;" "To help teachers learn to make their own experiences more profitable;" "To protect teachers from criticism." The second chapter has to do with "Types and Means of Supervision" and the ninth with "The Ultimate Basis of Supervision." The chapters on "The Golden Rules of Education" and "Purposes for Teachers" are every whit as valuable for the classroom teacher as for the supervisor. The latter part of the book contains much very specific information, which should be of high value to those entrusted with the work of supervision. Professor Briggs makes his discussion of "Supervisory Conferences" exceptionally helpful by including twenty typical conferences. Some of these present fine examples of the ways that such sessions should not be conducted, and others are illustrations of tactful, constructive supervision. All are delightful reading.

Improving Instruction is a volume of unusual merit. It can be said with the utmost assurance that this book is rich in *possibilities of high helpfulness to both supervisors and teachers.*

Life and Growth

BIOLOGY. Truman J. Moon and Paul B. Mann. New York: Henry Holt and Company.

This elementary text by Moon and Mann exemplifies effective grouping and clear exposition. It presents a continuous and dramatic story of the development of living creatures from simple, one-cell organisms to the complex physical makeup of man himself. The question at every point is: How does this particular group of plants or animals solve its problems of life? The theme is a fascinating one.

A grand subject finds sensible and stimulating treatment in this textbook for high school pupils meeting biology for the first time as a one-year course.

Whither, America?

THE PROSPECTS OF AMERICAN DEMOCRACY. By George S. Counts. New York: The John Day Company.

Those who approach this newest book by Dr. Counts to discover evidence that the writer is a thinly disguised emissary of Moscow, will turn away disappointed.

In "The Prospects of American Democracy" we have as clear and judicial an analysis of our own and other governmental systems as any that has recently appeared. Dr. Counts reaffirms his own faith in democracy as a practical means of achieving the most desirable social order. He regards as utterly mistaken those dreamers who believe that America will ever copy the Russian revolution of 1917 or adopt in major details any portion of the Moscow program. He holds that there is far more danger of some individual or group slipping fascism over us in the guise of democracy.

His chief concern, as regards the United States, is due to what he calls our "economic aristocracy." He points to a sudden change from a nation of independent farmers to one largely composed of dependent industrial workers. He offers no ready-made solution of the hardships and the strains thus produced, believing the problem one to challenge the best thought of our wisest leaders, now and in the years ahead. The necessity for the freest and fullest development of our educational resources is a corollary to that conclusion.